PAPER – 405 PRACTICAL SYLLABUS

Credits=5

Maximum Marks: 100

(i) Demonstrations of Asana, Pranayam and Shudhi Kriya
Marks: 50

Course Objectives:-

To Provide practical experiences of different Yogic practices like asanas, pranayams, Bandhs, Mudras and their effect on Human Body.

Learning Outcomes:-

The students will gain practical experience of different Yogic practices and will apply them on all age groups and sexes for a better Lifestyle.

1. **PRAYER:** Sankalp Mantra.
2. **SUKSHAMA VYAYAMA**
3. **SURYA NAMASKAR:** 12 Counts. **CHANDRA NAMASKAR.**
4. **PRAGYA YOGA**
5. **SUPINE LYING ASANAS:** Vipritkarniasana, Halasana, Chakrasana, Naukasana, Pawankuktasana,
6. **PRONE LYING ASANAS:** Bhujangasana, Shalabhasana, Dhanurasana, Vipritnaukasana,
7. **SITTING ASANAS:** Vajrasana, Suptvajrasana, Padamasana, Shashankasana, Akarana Dhanurasana, Gomukhasana, Ushtrasana, Ardhmatsyandrasana, Ekpadskandhasana, Vatyanasana.
8. **STANDING ASANAS:** Tadasan, Vrikshasan, Trikonasana, Natrajasana.
9. **PRANAYAM:** Anulomvilom Pranayam, Shitali Pranayam, Ujjayi Pranayam, Suryabhedan Pranayam
10. **SHATKARM:**
    a) NETI : Jal, Rubber Neti
    b) DHAUTI : Vaman (Kunjal), Dhanda Dhauti
    c) KAPALBHATI : Vaatkarma, Sheetkarma
    d) TRATAK
11. **MEDITATION – Om recitation**
12. **RELAXATION TECHNIQUES** – Shavasana, Yog Nidra,
13. **PRACTICAL NOTE BOOK**

(ii) Teaching Practices of Asana, Pranayama and Shatkarmas:

Marks: 50

Course Objectives:-

The students will be provided with the basic knowledge of presenting the subject matter relates to yoga in an effective manner through various Pedagogical techniques.

Learning Outcomes:-

Students will be able to present their subject matter related to yoga with more confident and impressive manner with greater impact.

Practice of teaching

Five lesson plans on any skill (Three Asanas, One Pranayama and One Kriya) on lesson format with chart and Viva-Voce. In the final exam model will be compulsory for all the students.

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

Effective from Academic Session 2020-2021
Two Years Duration (4-Semesters)

KURUKSHETRA UNIVERSITY, KURUKSHETRA

B.Ed. Spl. Ed. (V.I.) SYLLABUS -CBCS

PART-I: INTRODUCTION TO COURSE

Course	Course title		Credits	Internal assessment	External assessment	Total marks	Duration of Exam (hours)
SEMESTER-I							
BSE-101	Human Growth & Development		4	20	80	100	3 hours
BSE-102	Contemporary India and Education		4	20	80	100	3 hours
BSE-103	Introduction to Sensory Disabilities(VI, HI, Deaf-blind)		2	10	40	50	1.5 hours
BSE-104	Introduction to Neuro Developmental (LD, ID/ MR, ASD), Locomotor and Multiple Disabilities (Deaf-Blind, CP, MD)		4	20	80	100	3 hours
BSE-105	Identification of Children with visual impairment and assessment of needs		4	20	80	100	3 hours
BSE-106	Practical: Cross Disability and Inclusion		2	10	40	50	
SEMESTER-II							
BSE-201	Learning, Teaching and Assessment		4	20	80	100	3 hours
BSE-202& 203	Pedagogy of Teaching (V.I.) (any two papers from any two groups selecting one from one group)						
	Group-A	I. Pedagogy of teaching Science to students with visual impairment	4	20	80	100	3 hours
	Group-B	I. Pedagogy of teaching Mathematics to students with visual impairment II. Pedagogy of teaching Social Science to students with visual impairment	4	20	80	100	3 hours
	Group-C	I. Pedagogy of teaching Hindi to students with visual impairment II. Pedagogy of teaching English to students with visual impairment	4	20	80	100	3 hours
BSE-204	Inclusive Education		2	10	40	50	1.5 hours
BSE-	Curriculum, Designing, Adaptation and		4	20	80	100	3 hours

205	Strategies for teaching expanded curriculum					
BSE-206	Practical: Disability specialization (V.I.)	2	10	40	50	
BSE OE-I	Open Elective: Introduction to Inclusive Education/ MOOC	2	10	40	50*	2 Hours
*	There will be no addition of credits and marks in Open Elective paper in Grand Total of the semester-II.					
SEMESTER-III						
BSE-301	Intervention and Teaching Strategies	4	20	80	100	3 hours
BSE-302	Technology and Education of Visually Impaired	4	20	80	100	3 hours
BSE-303	Psycho Social and Family Issues	2	10	40	50	1.5 hours
BSE-304	Practical: Disability Specialization (visual impairment)	4	20	80	100	
BSE-305	Field Work: Main disability special school (visual impairment)	4	20	80	100	
BSE-306	Reading and Reflecting on Texts (EPC)	2	10	40	50	1.5 hours
BSE-307	Performing and Visual Art (EPC)	2	10	40	50	1.5 hours
BSE OE-II	Open Elective: Inclusive Education: Policies and Legislative Provisions/ MOOC	2	10	40	50*	2 Hours
*	There will be no addition of credits and marks in Open Elective paper in Grand Total of the semester-II.					
SEMESTER-IV						
BSE-401	Skill based Optional Course (Hearing Impairment) ANY ONE* A. Guidance and Counselling(HI) B. Early Childhood and Education (HI) C. Applied Behavioural Analysis(HI) D. Community based Rehabilitation(HI) E. Applications of ICT in Classroom (HI) F. Gender and Disability (HI) G. Braille and Assistive Devices (VI)	2	10	40	50	1.5 hours
BSE-402	Skill based Optional Course (Hearing Impairment) ANY ONE* A. Orientation and Mobility (VI) B. Communication Options: Oralism (HI) C. Communication Options: Manual (Indian Sign Language) (HI)	2	10	40	50	1.5 hours

BSE-403	Basic Research & Statistics (EPC)	2	10	40	50	1.5 hours
BSE-404	Practical: Cross Disability andInclusion	4	20	80	100	
BSE-403	Field work: Other disability special shchool	4	20	80	100	
BSE-406	Field Work: Inclusive school	4	20	80	100	
GRAND TOTAL		**80**	**400**	**1600**	**2000**	

*Student-teachers will be specialized in the hearing impairment-other than visual impairment- as per the Area B (Cross Disability and Inclusion) of curriculum framework given by RCI on pg-8. In case of student-teachers with disability; the choice of two optional courses C-20 & C-21 will be on case to case basis (e.g. students-teachers with VI and HI may opt for courses that are appropriate for them across C-20 &C-21).

PART-II: ENGAGEMENT WITH FIELD AS PART OF COURSES

Sr. No.	Task for the student-teacher	Course	Description
SEMESTER-I			
1	Assignment / Project	**BSE-101**	Department of Education, KUK
2	Assignment / Project	**BSE-102**	Department of Education, KUK
3	Assessment & Identification of Needs	**BSE-105**(All disabilities)	Camp / Clinic / School, etc. for minimum of fifteen hours
4	Assignment / Project / Presentation	**BSE-107**	Department of Education, KUK
SEMESTER-II			
5	Assignment / Project / Presentation	**BSE-204**	Department of Education, KUK
6	Assignment / Project / Presentation	**BSE-205**	Department of Education, KUK
7	Assignment / Project / Presentation	**BSE-202 &203**	Department of Education, KUK/ Special/ Inclusive School
SEMESTER-III			
8	Assignment / Project/Presentation	**BSE-305**	Department of Education, KUK
9	Assignment / Project/Presentation	**BSE-302**	Department of Education, KUK
10	Assignment / Project/Presentation	**BSE-303**	Department of Education, KUK
11	Assignment / Project/Presentation	**BSE-306**	Department of Education, KUK/ School
12	Assignment / Project/Presentation	**BSE-307**	Department of Education, KUK/ School
SEMESTER-IV			
13	Assignment / Project/Presentation	**BSE-401**	Department of Education, KUK
14	Assignment / Project/Presentation	**BSE-402**	Department of Education, KUK/ School
15	Assignment / Project/Presentation	**BSE-403**	Department of Education, KUK/ School

PART-III: PRACTICAL

Note: The evaluation will be done jointly by the two examiners (one internal and one external).

Semester	Sr. No	Task for the student teacher	Disability focus		Educational settings	Specific activities	Hrs. (60)	Marks
Semester-I	1	Classroom Observation	1	VI	Special School	Learners will observe students indifferent educationalsettings, curriculumtransaction,classroom interaction in curricular and co-curricular areasand submit a report	10	25 (20+5)
			2	Other than VI	Minimum three special school		10	
			3	Any Disability	Inclusive schools		10	
	2	Learning of Braille	VI and DEAF-blind		Department of Education, KUK	Introduction to Bharti/hindi or Regional Braille	30	25 (20+5)
Semester-II	1	Learning of Braille	VI		Department of Education, KUK	1.Bharati Hindi or Regional Braille	30	25
						2. Braille Mathematical sign for: Numeric indicator, basic operations, simple fraction and brackets	15	25
	2	Learning the use of Assistive Devices	VI		Department of Education, KUK	Taylor Frame: Basic Operation using arithmetic and algebraic types	15	
Semester-III	1	Reading and writing of standard English braille	VI		Department	1. Reading and writing English Braille text. Transcription from print to	60	50

					Braille and vice versa(Grade II)		
					2. Braille Mathematics Code: Radicals, fraction (Mixed, complex and hyper complex), sign and symbols of comparison, Shape signs, Greek letters, indices, set, symbols, trigonometric functions	30	25
					3. Abacus and Geometric kit	30	25
Semester-IV	1	Classroom ObservationFor schoolsubjects atdifferentlevels	1. Other than VI	1. Special Schoolsotherthan VI	Observation For school subjects at different levels	15	25
			2. Any Disability	2. Inclusive Schools	ObservationFor school subjectsat different levels	15	
	2	Orientation andMobility Training	VI	Department of Education, KUK Campus andoutsidecampus	a) Sighted Guide Technique b) Pre Cane skills c) Cane technique d) Direction findingtechnique	60	50
	3	Teaching lessons on O&M and ADL	VI and VIMD	Special and inclusiveschool	Individualized Teaching lessonson orientation and mobility and activities of dailyliving	30	25

PART-IV: PEDAGOGY

(A) COURSE-17: DISABILITY SPECIALISATION

Sr.No.	Tasks for the Student teachers	Disability Focus	Set Up	No. of Lessons
1	Classroom Teaching	Major disability	Special schools for disability specialisation	Minimum 90 school periods

(B) Minimum of four weeks should be allocated for School attachment/Internship and reflected in the time table and should cover Tasks specified under C-16 and C-17 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings. A suggestive framework is given below:

Note: The evaluation will be done jointly by the two examiners (one internal and one external).

Area	Disability Specialization
BSE_202 Pedagogy Subject 1	Semester- III (three days-15 Hrs)
BSE-203Pedagogy Subject 2	Semester- III (three days-15 Hrs)
BSE-305 School Attachment/ Internship	Semester- III (24 days-120 Hrs)

(C) Course-24 Other Disability Special School

Note: The evaluation will be done jointly by the two examiners (one internal and one external).

Sr.No.	Tasks for the Student teachers	Disability Focus	Set Up	No. of Lessons
1	Classroom Teaching	Other thanMajordisability	Special schools forother disabilities	Minimum 180 school periods

(D) Course-25 Inclusive School

Note: The evaluation will be done jointly by the two examiners (one internal and one external).

Sr.No.	Tasks for the Student teachers	Disability Focus	Set Up	No. of Lessons
1	Classroom Teaching	Any disability	Inclusive School	Minimum 180 school periods

(E) Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under E-1, F-2 and F-3 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings. A suggestive framework is given below:

Note: The evaluation will be done jointly by the two examiners (one internal and one external).

*

Area	Disability Specialization	Other Disability	Inclusive Education
BSE-202 Pedagogy Subject-I	Semester- III (3 days-15 Hrs)	Semester- IV (2 days-12 Hrs)	Semester- IV (2 days-12 Hrs)
BSE-203 Pedagogy Subject-II	Semester- III (3 days-15 Hrs)	Semester- IV (2 days-12 Hrs)	Semester- IV (2 days-12 Hrs)
BSE-405& 406	Semester- III	Semester- IV	Semester- IV

	(24 days-120 Hrs)	(24 days-120 Hrs	(24 days-120 Hrs

It may be noted:

1. Observations and Lessons should be on Primary and Secondary level of classes in all three areas, i.e., Disability Specialisation, Other disability and in Special and Inclusive Settings.

2. Practical are focused on school subject teaching. Every student is expected to opt for and teach any two school subject as offered by the Institution/ University.

3. Practical in Other disability should be for other than disability specialisation.

4. Practical in Inclusive settings should be preferably with various disabilities.

SEMESTER–I B.Ed. Spl. Ed. (V.I.)

Introduction To Course For Semester-I

Course	Course title	Credits	Internal assessment	External assessment	Total marks	Duration of exam
BSE-101	Human Growth & Development	4	20	80	100	3 hours
BSE-102	Contemporary India and Education	4	20	80	100	3 hours
BSE-103	Introduction to Sensory Disabilities(VI, HI, Deaf-blind)	2	10	40	50	1.5 hours
BSE-104	Introduction to Neuro Developmental (LD, ID/ MR, ASD), Locomotor and Multiple Disabilities (Deaf-Blind, CP, MD)	4	20	80	100	3 hours
BSE-105	Identification of Children with visual impairment and assessment of needs	4	20	80	100	3 hours
BSE-106	Practical: Cross Disability and Inclusion	2	10	40	50	
GRAND TOTAL		**20**	**100**	**400**	**500**	

COURSE-BSE-101 HUMAN GROWTH & DEVELOPMENT

Course: BSE-101

Credits: 04

Contact Hours: 60 **Marks: 100**

Time of Examination: 3 Hours **(External-80+Internal-20)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

This course exposes student-teachers to the study of child and human development in order togain a better understanding about variations and the influence of socio-cultural-political realities on development. A critical understanding of theoretical perspectives of developmentwould aid in their application in teaching learning process. Through close observation ofchildren in their natural environments the teacher trainee would be able to situate theirtheoretical knowledge within realistic frames. This course would also be able to equip themto reflect and critique the normative notions of childhood and adolescence.

Course Outcomes

After studying this course the student- teachers will be able to

- *explain the process of development with special focus on infancy, childhood, adolescence and adulthood.*
- *identify the stages of human development and impact of nature and nurture on it.*
- *analyze different theoretical approaches to development i.e. Cognitive, Social, Psychosocial, Psychoanalytic, Ecologicaland Holistic theory.*
- *understand about the process of conception as human development.*
- *analyze critically the various developmental variations among children.*
- *describe major theories of cognitive development and their educational implications.*
- *understand the aspects of early and late puberty.*
- *comprehend adolescence as a period of transition and threshold of adulthood.*
- *analyze different factors influencing career choices of adolescents and young adults.*

Unit 1: Approaches to Human Development

1.1 Human development as a discipline from infancy to adulthood

1.2 Concepts and Principles of development

1.3 Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence,Adulthood)

1.4 Nature v/s Nurture

1.5Domains (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language &communication, Social relationship)

Unit 2: Theoretical Approaches to Development

2.1 Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura)

2.2 Psychosocial Theory (Erikson)

2.3 Psychoanalytic Theory (Freud)

2.4 Ecological Theory (Bronfrenbrenner)

2.5 Holistic Theory of Development (Steiner)

Unit 3: The Early Years (Birth to Eight Years)

3.1 Prenatal development: Conception, stages and influences on prenatal development

3.2 Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexesand responses, neuro-perceptual development

3.3. Milestones and variations in Development

3.4 Environmental factors influencing early childhood development

3.5 Role of play in enhancing development

Unit 4: Early Adolescence (From nine years to eighteen years)

4.1 Emerging capabilities across domains of physical and social emotional

4.2Emerging capabilities across domains related to cognition – meta-cognition,creativity, ethics.

4.3Issues related to puberty

4.4Gender and development

4.5Influence of the environment (social, cultural, political) on the growing child

Unit 5: Transitions into Adulthood

5.1 Psychological well-being

5.2 Formation of identity and self-concept

5.3 Emerging roles and responsibilities

5.4 Life Skills and independent living

5.5 Career Choices

Engagement with the field as part of course as indicated below

Hands on Experience

• Observe children in various settings and identify milestones achieved.

• Seminar on human development

• Writing Journal for reflection and case study

Suggested Readings

• Berk, L. E. (2000). *Human Development*. Tata Mc.Graw Hill Company, New York.

• Brisbane, E. H. (2004). *The developing child*.Mc.Graw Hill, USA.

• Cobb, N. J. (2001). *The child infants, children and adolescents*. Mayfield PublishingCompany, California.

• Hurlocl, E. B. (2005). *Child growth and development*. Tata Mc.Graw Hill PublishingCompany, New York.

• Hurlocl, E. B. (2006). *Developmental Psychology- A life span approach*. Tata

Mc.Graw Hill Publishing Company, New Delhi.
• Meece, J. S., & Eccles J. L (Eds) (2010). *Handbook of Research on Schools,Schooling and Human Development.*New York: Routledge.
• Mittal. S. (2006).*Child development- Experimental Psychology*.Isha Books, Delhi.
• Nisha, M. (2006). Introduction to child development, Isha Books, Delhi.
• Papalia, D. E., & Olds, S. W. (2005). *Human development*. Tata Mc.Graw HillPublishing Company, New York.
• Santrock. J. W. (2006). *Child Development*., Tata Mc.Graw Hill Publishing Company,New York.
• Santrock. J. W. (2007). *Adolescence*.,TataMc.Graw Hill Publishing Company, NewDelhi.

COURSE BSE-102CONTEMPORARY INDIA AND EDUCATION

Course: BSE-102 **Credits: 04**
Contact Hours: 60 **Marks: 100**
Time of Examination: 3 Hours **(External-80+Internal-20)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks..

Introduction

This course will enable student-teachers to explore education from philosophical andsociological perspective and hands on experience of engaging with diverse communities,children and schools. It also traces the educational developments in the historical contextleading to contemporary India. The course also includes various commissions and policiesand issues and trends in the field of education, special education and inclusive education.

Course Outcomes

After completing this course the student-teachers will be able to

- *explain the history, nature and process of Philosophy of education.*
- *understand the educational contributions of the Indian and western thinkers.*
- *understand the concept of diversity in Indian context.*
- *explain the concept of diversity in context of global perspective.*
- *develop an understanding of various contemporary issues and concerns of Indian Education.*
- *analyze critically the concept of equality of educational opportunities& provisions enshrined in the constitution of India and its impact on education*.
- *describe the significant recommendations of Commissions, International Conventions & Polities with reference to Special Education in Post-Independent India.*
- *explain the major roles of IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009,IEDSS, 2009 in relation to the Development of Education in the field of Special Education.*
- *develop an understanding of the trends, issues and challenges faced by the contemporary Indian Education in global context.*
- *explain the issues of inclusive and special schools.*

Unit 1: Philosophical Foundations of Education

1.1 Education: Concept, definition and scope

1.2 Agencies of Education: School, family, community and media

1.3Philosophies of Education: idealism, naturalism, pragmatism, existentialism,humanism, constructivism and connectionism

1.4 Classical Indian Perspective (Budhism, Jainism, Vedanta Darshan, SankyaDarshan)

1.5 Indian Philosophers (Aurobindo, Gandhi, Tagore, Krishna Murthy)

Unit 2: Understanding Diversity

2.1 Concept of Diversity

2.2Types of Diversity: Gender, linguistic, cultural, socio-economic and disability

2.3 Diversity in learning and play

2.4 Addressing diverse learning needs

2.5 Diversity: Global Perspective

Unit 3: Contemporary Issues and Concerns

3.1Universalisation of School Education, Right to Education and Universal Access

3.2Issues of a) Universal enrolment b) Universal retention c) Universal learning

3.3 Issues of quality and equity: Physical, economic, social, cultural and linguistic,particularly w.r.t girl child, weaker sections and disabled

3.4 Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions

(ii) Prevailing nature and forms of inequality, including dominant and minority groupsand related issues

3.5 Inequality in Schooling: Public-private schools, rural-urban schools, single teacherschools and other forms of inequalities such as regular and distance education system

Unit 4: Education Commissions and Policy (School Education)

4.1 Constitutional provisions on education that reflect National Ideals: Equality, liberty,secularism, and social justice

4.2 National Commissions and Policies: Education Commission (1964), NPE and POA(1986, 1992), National Policy for Persons with Disabilities (2006)

4.3 National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 &2012).

4.4 Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009,IEDSS, 2009

4.5 International Conventions and Policies: Salamanca Declaration and Framework,1994; UNCRPD, 2006; MDG, 2015; INCHEON strategies

Unit 5: Issues and Trends in Education

5.1 Challenges of education from preschool to senior secondary

5.2 Inclusive education as a rights based model

5.3 Complementarity of inclusive and special schools

5.4 Language issues in education

5.5 Community participation and community based education

Some Suggested Activities on contemporary issues

• Comparative study of different settings

• Conflicts and social movements in India: Women, Dalit, Tribal and Disabled

• Educational debates and movements

• First generation learners

• Children with disabilities

• Inclusive education

• RTE act in the context of disadvantaged
• Linguistic and religious diversity
• Human rights, minority rights
• Educational status of various groups
• Special and inclusive schools
• Analysis of contemporary debates

Essential Readings

• Guha, R. (2007). India after Gandhi: The History of the World's Largest Democracy.Macmillon: Delhi.

•National Education Commission. (1964-66). Ministry of Education, Government ofIndia, New Delhi

•National Policy on Education. (1986 & 92).Ministry of Human ResourceDevelopment Government of India, New Delhi.

• Right to Education Act. (2009). Ministry of Human Resource Development,Government of India, New Delhi.

Suggested Readings

•Aggarwal. J. C. (1992). Development and Planning of Modern Education: New DelhiVikas Publishing House Pvt. Ltd.

•Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi.Select chapters.

•Anand, S. P. (1993).The Teacher & Education in Emerging Indian Society, NewDelhi: NCERT.

• Bhat. B. D. (1996). Educational Documents in India, New Delhi: Arya Book Depot.

•Bhatia, K. & Bhatia, B. (1997). The Philosophical and Sociological Foundations, NewDelhi Doaba House.

• Biswas. A. (1992).Education in India, Arya Book Depot. New Delhi

• Biswas. A., &Aggarwal, J.C. (1992).Education in India, Arya Book Depot NewDelhi.

•Chakravarty, S. (1987). Development Planning: The Indian Experience, OxfordUniversity press: New Delhi.

•Chandra, B. (1997). Nationalism and Colonialism, Orient Longman: Hyderabad.

• Choudhary. K.C., &Sachdeva, L. (1995). Total literacy by 2000: New Delhi: IAEAssociation.

• Deaton A., &Dreze, J. (2008-2009). Poverty and Inequality in India in Raj Kapilaand Uma Kapila (Ed.) in Indian Economy since Independence. Oxford UniversityPress: New Delhi.

• Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin: NewDelhi.

• Dubey, S. C (2001). Indian Society, National Book Trust: New Delhi.

• Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948.

• http://unesdoc.unesco.org/images/0023/002322/232205e.pdf

• http://www.gandhi-manibhavan.org/gandhicomesalive/speech8.htm

• http://www.mkgandhi.org/speeches/speechMain.htm

• Jain, L.C. (2010). Civil Disobedience, Book Review Literary Trust, New Delhi.

• Jagannath. M. (1993). Indian Education in the Emerging Society, New Delhi Sterlingpublishers Pvt. Ltd.

• Jangira, N.K. (2012). NCERT Mmother of Inclusive Eeducation Address on GoldenJubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.

• Kashyap, S. C. (2009). The Constitution of India, National Book Trust: New Delhi.

• Sapra. C. L., &Aggarwal, A. (1987): Education in India some critical Issues. NewDelhi: National Book Organisation.

• Saraswathi, T. S. (1999). Culture, Socialization and Human Development, New Delhi:Sage Publications.

• Sen, A., &Dreze, J. (1997). India: Economic Development and Social OpportunityOxford India: Delhi.

• Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948.Government of India.

• Steven, B. (1998). School and Society, New Delhi: Sage Publications.

• Suresh, D. (1998). Curriculum and Child Development, Agra: Bhargava.
• Taneja. V.R. (1998). Educational Thoughts and Practice, Delhi UniversityPublications.
•Vaidyanathan, A. (1995). The Indian Economy: Crisis, Response and Prospects.Tracts of the Times. Orient Longman Publications: New Delhi.
•Weber. O.C. (1990).Basic Philosophies of Education, New York Holt, Rinehart andWinston.

COURSE- BSE-103INTRODUCTION TO SENSORY DISABILITIES (VI,HI,Deaf-Blind)

Course: BSE-103 **Credits: 02**

Contact Hours: 30 **Marks: 50**

Time of Examination: 1.5 Hours **(External-40+Internal-10)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

The course is designed to provide a basic understanding to the student-teachers about thenature and needs of different types of sensory disabilities. It will also equip them inundertaking screening, planning and instructing students with sensory disabilities.

Course Outcomes

After completing this course, the student-teachers will be able to

- *explain the different types of sensory impairments, its prevalence and implications of various types of hearing loss.*
- *explain the issues & ways to address challenges in educating students with hearing loss.*
- *understand the use of various technologies in restoring hearing loss.*
- *describe nature, characteristics & assessment of students with low vision &without vision(blindness).*
- *understand about programmes for early identification and intervention of children with Visual Impairment.*
- *suggest educational placement and curricular strategies for students with low vision & visual impairment.*
- *understand about the concept and area of core curriculum and use of advanced assistive devices.*
- *identify the causes and classify deaf-blindness.*
- *explicate the impact of deaf-blindness & practices for functional development.*

Unit 1: Hearing Impairment: Nature & Classification

1.1 Types of sensory impairments: Single (Hearing Impairment & Visual Impairment) &Dual sensory impairment (Deaf-blindness)

1.2 Importance of hearing

1.3 Process of hearing & its impediment leading to different types of hearing loss

1.4 Definition of hearing loss, demographics & associated terminologies: deaf/ Deaf/deafness/ hearing impaired/ disability/ handicapped

1.5 Challenges arising due to congenital and acquired hearing loss

Unit 2: Impact of Hearing Loss

2.1 Characteristics of learners with hearing loss and impact of different degrees of hearingimpairment on communication

2.2 Language & communication issues attributable to hearing loss and need for earlyIntervention

2.3 Communication options, preferences & facilitators of individuals with hearing loss

2.4 Issues & measures in literacy development and scholastic achievement of studentswith hearing loss

2.5 Restoring techniques using human (interpreter) & technological support (hearingdevices)

Unit 3: Visual Impairment-- Nature and Assessment

3.1. Process of Seeing and Common Eye Disorders in India

3.2. Blindness and Low Vision--Definition and Classification

3.2. Demographic Information--NSSO and Census 2011

3.4. Importance of Early Identification and Intervention

3.5. Functional Assessment Procedures

Unit 4: Educational Implications of Visual Impairment

4.1. Effects of Blindness--Primary and Secondary

4.2. Selective Educational Placement

4.3. Teaching Principles

4.4. Expanded Core Curriculum-- Concept and Areas

4.5. Commonly Used Low Cost and Advanced Assistive Devices

Unit 5: Deaf-blindness

5.1 Definition, causes, classification, prevalence and characteristics of deaf-blindness

5.2 Effects and implications of deaf-blindness on activities of daily living & education

5.3 Screening, assessment, identification & interventional strategies of deaf-blindness

5.4 Fostering early communication development: Methods, assistive devices and practicesincluding AAC

5.5 Addressing orientation, mobility & educational needs of students with deaf-blindness

Course Work/ Practical/ Field Engagement

• Develop a checklist for screening of children for hearing impairment

• Develop a checklist for screening of children for low vision

• Develop a checklist for screening of children for blindness

• Develop a checklist for screening of children for deaf blindness

• Journal based on observations of teaching children with sensory disabilities

Transactions

Visits, Observations, Videos and Interactions with Students with Disabilities

Essential Readings

• Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York:Grune and Stratton.

• Davis, H. & Silverman, S. R. (1970). Hearing and Deafness - Part I. Holt, London:Rinehart & Winston.

• Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I:History and Theory of Teaching Children and Youths with Visual Impairments. (2nded): New York: AFB Press.
• Handbook on Deafblindness (2005). Sense International India. Retrieved online on24/4/2015 from http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CDEQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftrainingmodule-for-resource-teachers-for-disablechildren%
2FModule%25202%2520Deafblindness.pdf%2Fat_download%2Ffile&ei=LkY6VdGlOIKymAW604CgDg&usg=AFQjCNHxJc9OazS1f-
TSI_HgQqJKxWjs_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d.dGY
• Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for studentswith vision impairments. Sydney: North Rocks Press.
• Lowenfeld, B. (1973). Visually Handicapped Child in School and Society; AmericanFoundation for the Blind; NewYork.
• Lynas, W. (2000). Communication options.In J. Stokes (Ed), Hearing ImpairedInfants – Support in the first eighteen months. London: Whurr Publishers Ltd.
• Martin, F. N., & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston:Pearson Education.
• Martin, F.N., & Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston:Pearson Education.
• National Institute for the Visually Handicapped (2015). Information Booklet onVisual Impairment in India, Dehradun: Government of India.
• Nerbonne, M. A., &Schow, R.L. (2002). Introduction to Audiologic Rehabilitation.Boston: Allyn and Bacon.
• Nerbonne, M. A., &Schow, R.L. (2013). Introduction to Audiologic Rehabilitation.6th ed. Boston: Pearson Education.
• Northern, J. L., & Downs, M. P. (2002). Hearing in Children (5th Ed.). Philadelphia:Williams &Wilkins
• Prescod, S. V. (1978). Audiology Handbook of Hearing Disorders. New York: VanNostrand Reinhold Company.
• Sataloff, R. T., &Sataloff, J. (2005). Hearing Loss.(4th Ed.) London: Taylor &Francis.
• Sims, L.G., Walter, G.G., & Whitehead, R.L. (1981). Deafness and Communication:Assessment and Training. Baltimore: Williams and Wilkins.
• Warren, D.H. (1994). Blindness and Children: An Individual Differences Approach.New York: Cambridge University Press.

Suggested Readings

• Auditory-Verbal International (1991). Auditory-verbal position statement.*Auricle*4:11-12.
• Harp, B. (2006). *The handbook of literacy assessment and evaluation*, (3rd Eds).Norwood, M.A.: Christopher-Gordon Publishers, Inc.
• Katz, J. (1985). *Handbook of Clinical Audiology*.(4th Ed.) Baltimore: Williams andWilkins.
• Loreman, T., Deppeler, J., & Harvey, D. (2005). *Inclusive education - A practical guide to supporting diversity in the classroom*.(2nd Eds.).U.K. Routledge.
• Norris, G. H., &Romer, L.T. (1995). *Welcoming Students who are deafblind totypical classrooms*.U.S: Paul H. Brookes.
• Pandey, R. S., &Advani, L. (1995). *Perspectives in Disability and Rehabilitation*.New Delhi: Vikas Publishing House Pvt. Ltd.

• *Proceedings from National Conference on Centenary for Work for the Blind in India*(1987). All India Confederation of the Blind and ChristoffelBlinden Mission; Delhi:R.K.Printers.
• Scholl, G.T. (1986). *Foundations of Education for Blind and Visually HandicappedChildren and Youth*. New York: American Foundation for the BLind.
• Tucker, I., & Nolan, M. (1984).*Educational Audiology*. London: Croom Helm.
• Tye-Murray, N. (1998). Intervention Plans for Children. In Tye-Murray N. (Eds)*Foundations of Aural Rehabilitatio*n. San Diego: Singular. p.381–413.

COURSE- BSE-104:INTRODUCTION TO NEURO DEVELOPMENTAL(LD,ID/MR,ASD), LOCOMOTOR AND MULTIPLE DISABILITIES (Deaf-Blind, CP, MD)

Course: BSE-104 **Credits: 04**
Contact Hours: 60 **Marks: 100**
Time of Examination: 3 Hours **(External-80+Internal-20)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

The course integrates relevant subject matter in the areas of Learning Disability, intellectualDisability and Autism Spectrum Disorder. This course will prepare pre-service teachers towork with students with Neuro Developmental disabilities in inclusive and specializedsettings. It fosters the acquisition of the broad-based knowledge and skills needed to provideeffective educational programs for students with learning and behavior characteristics. Thecourse emphasizes implications for educational and vocational programming, curriculum, andinstruction.The course also aims to develop understanding about planning effective educational programme and functional activities for students with locomotor and multiple disabilities. This course intends to develop required skills in teacher trainee to identify the children with locomotor and multiple disabilities and also plan an effective programme education as well as for creating awareness on these conditions. Teacher is also expected to plan an effective therapeutic and programme and also refer for medical intervention whenever if necessary.

Course Outcomes

After completing the course the student-teachers will be able to

- *discuss the characteristics and types of learning disability.*
- *describe the tools, areas of assessment and intervention strategies to enhance learning.*
- *explain the characteristics and types of Intellectual disability.*
- *describe the tools, areas of assessment and intervention strategies for independent living.*
- *explain the characteristics and types of Autism Spectrum Disorder.*
- *describe the tools, areas of assessment and intervention strategies in context of Autism Spectrum Disorder.*
- *identify the persons with Locomotor disabilities such as Cerebral Palsy, Amputees, Polio, Leprosy cured, Muscular dystrophies, Neural and spinal defects and Multiple disabilities.*
- *plan an effective programme for creating awareness about the persons with Locomotor disabilities and Multiple disabilities.*

- *plan an effective therapeutic and programme for the persons with Locomotor disabilities and Multiple disabilities and to refer for medical intervention if necessary.*
- *plan an effective educational programme and functional activities for the persons with Locomotor disabilities and Multiple disabilities.*

Unit 1:Learning Disability&Intellectual Disability: Nature, Needs, Assessment and Intervention

(a) Learning Disability

1.1 Definition, Types and Characteristics

1.2 Tools and Areas of Assessment

1.3 Strategies for reading, Writing and Maths

1.4 Curricular Adaptation, IEP, Further Education,

1.5 Transition Education, Life Long Education

(b) Intellectual Disability

1.6 Definition, Types and Characteristics

1.7 Tools and Areas of Assessment

1.8 Strategies for Functional Academics and Social Skills

1.9 Assistive Devices, Adaptations, Individualized Education Plan, Person Centered Plan,Life Skill Education

1.10 Vocational Training and Independent Living

Unit 2: Autism Spectrum Disorder: Nature, Needs and Intervention

2.1 Definition, Types and Characteristics

2.2 Tools and Areas of Assessment

2.3 Instructional Approaches

2.4 Teaching Methods

2.5 V3cational Training and Career Opportunities

Unit 3: Cerebral Palsy (CP)

3.1. CP: Nature, Types and Its Associated Conditions

3.2. Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)

3.3. Provision of Therapeutic Intervention and Referral of Children with CP

3.4. Implications of Functional Limitations of Children with CP in Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School

3.5. Facilitating Teaching-Learning of Children with CP in School, IEP, Developing TLM; Assistive Technology to Facilitate Learning and Functional Activities

Unit 4: Amputees, Polio, Spinal Cord Injuries Spina-bifida and Muscular Dystrophy

4.1. Definition, Meaning and Classification

4.2. Assessment of Functional Difficulties

4.3. Provision of Therapeutic Intervention and Referral

4.4. Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School

4.5. Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

Unit 5: Multiple Disabilities and Other Disabling Conditions

5.1 Multiple Disabilities: Meaning and Classifications

5.2 Various Combinations of Multiple Disabilities and Associated Conditions Such as Epilepsy, Motor and Sensory Conditions

5.3 Other Disabling Conditions such as Leprosy Cured Students, Tuberous Sclerosis and Multiple Sclerosis

5.4 Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School

5.5 Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

Transaction

This course should be taught through lectures, discussion, demonstrations, presentations andworkshops. They should be given hands on training in assessments of specific needs ofchildren, interpretation of test reports and develop strategies for classroom intervention

Course Work/ Practical/ Field Engagement

• Develop an Assessment Tool for a child with learning disability in the given area

• Prepare a transition plan from school to college for an LD Child

• Prepare a life skill curriculum

• Prepare a screening tool for children with Autism Spectrum Disorder

• Prepare teacher made test for functional assessment of a given child with ID/ Autism

• Plan an educational program on the basis of an assessment report of a child withID/Autism

• Undertake a case study after identifying a child **C**with cerebral palsy or a child with Multiple Disabilities. Assess the child's difficulties in activities of daily living and academic activities and develop an intervention plan.

• Undertake a survey on 50 children with different disabilities and find out how many children are affected with cerebral palsy and multiple disabilities. Find out the causes of their disabling conditions and what difficulties these children are facing in attending their schools.

Essential Readings

• Accardo, P.J., Magnusen, C., &Capute, A.J. (2000). Autism: Clinical and ResearchIssues. York Press, Baltimore,

• American Psychiatric Association.(2000). Diagnostic and Statistical Manual ofMental Disorders (4th ed. TR). Washington DC.

• Bala, M.J. (2004). Methods of Teaching Exceptional Children, Discovery, New Delhi.

• Browning, R. E. (2004). Teaching Students with Behaviour and Serve EmotionalProblems,

• Miller, F. and Bachrach, S.J. (2012). *Cerebral Palsy: A Complete Guide forCaregiving.*A Johns Hopkins Press Health Book.

•SarvaSikshaAbhiyan. Module on Cerebral Palsy. http://ssa.nic.in/inclusiveeducation/training-modulefor-resource-teachers-for-disablechildren/Module%205%20Cerebral%20Palsy.pdf/at_download/file

•SarvaSikshaAbhiyan. Module on Multiple Disabilities.http://ssa.nic.in/inclusiveeducation/training-module-for-resource-teachers-for-disablechildren/Module%203%20Multiple%20Disability.pdf/at_download/file

Suggested Readings

• Higgins, J. (2003) Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders, PRO-ED, Austin.

• Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children withChallenging Behaviors: Implementing Data Driven Strategies, Sensory World, Texas.

• Pierangelo, R., & Giuliani G.A. (2003). Transition services in Special Education,Allyn& Bacon.

• Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs, NewDelhi - Discovery Pub.

• Simpson, R. L., & Myles, B, S. (2008). Educating Children and Youth with Autism:Strategies for Effective Practice. (2nd edition) Pro Ed. Texas.

• Smith, D.D. (2003). Introduction to Special Education Teaching in an Age ofopportunity, Allyn& Bacon.

• Strichart, S. S. (1993). Teaching Study Strategies to Students with LearningDisabilities, Allyn& Bacon, Boston.

• Swady, E.R. (1989). Diagnosis & Correction of Reading, Difficulties, Allyn& Bacon,Boston.

• Taylor, B. (1988). Reading Difficulties: Instruction and Assessment, Random House,New York.

• Wong, B. Y. L. (1996) .The ABCs of learning disabilities (1st ed.) Academic Press,San Diego, CA

COURSE-BSE-105:IDENTIFICATION OF CHILDREN WITH VISUAL IMPAIRMENTAND ASSESSMENT OF NEEDS

Course: BSE-105 **Credits: 04**
Contact Hours: 60 **Marks: 100**
Time of Examination: 3 Hours **(External-80+Internal-20)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

We cannot treat a visually impaired child as 'a pair of young eyes'. We need to understand the whole child, including his feelings and needs. Having understood the psychological andsociological implications of visual impairment, the learners should be more empathetic to theneeds of the visually impaired and address them appropriately in diverse educational settings.There are many eye conditions each with different educational and social implications. Theinfant must 'see to learn' and therefore a visually impaired infant must 'learn to see'. Thecourse will enable the trainees to be able to identify children who are at risk for visualimpairment. The trainees will be able to develop the skills of doing functional visionassessment and enhance the residual vision. The course also focuses on needs and assessmentof children with multiple disability and visual impairment.

Course Outcomes

After completing the course student-teachers will be able to

- *describe the structure of eye and common eye defects.*
- *explain the various types ofVisual Impairment and related disorders.*
- *understand the implications of different Eye disorders.*
- *analyse the psychological implications of Children with Visual Impairment.*
- *describe the role ofGrowth and Development on Visually Impaired Children.*
- *understand the educational needs of Children with Visual Impairment.*
- *develop skills to identify and assess Children with Visual Impairment.*
- *describe various skills in using assistive technology and develop tests for Children with Visual Impairment.*
- *describe the concept and etiology of VIMD.*
- *develop the skills to assess children with visual impairment and multiple disabilities (VIMD).*
- *explain the impact of VIMD on learning and development.*

Unit 1: Anatomy and Physiology of Human Eye

1.1 Structure and Function of human eye

1.2 Normal vision development and process of seeing

1.3 Principles of refraction and refractive errors
1.4 Concept and definitions of blindness and low vision
1.5 Concept of visual acuity, visual field, depth perception and contrast sensitivity

Unit 2: Types of Visual Impairment and Common Eye Disorders

2.1 Loss of Visual acuity
2.2 Loss of Visual field
2.3 Colour vision defect and loss of contrast sensitivity
2.4 Refractive errors, Vitamin-A deficiency, Cataract, Glaucoma, Corneal ulcer,trachoma, Albinism, Retinal detachment, Retinitis pigmentosa, Retinopathy ofprematurity, Cortical Visual Impairment, Optic Atrophy, Nystagmus, Amblyopia, and
Macular degeneration
2.5 Educational implications of different Eye disorders

Unit 3: Implications of Visual Impairment and Needs of Visually Impaired

3.1 Psychosocial implications of visual impairment
3.2 Factors affecting implications of visual impairment: Age of onset, degree of vision,type of vision loss, prognosis, and socio economic status of the family
3.3 Effect of visual impairment on growth and development: Physical, Motor, Language,Socio-emotional, and Cognitive development
3.4 Educational needs of the visually impaired and need for expanded core curriculum
3.5 Implications of low vision and needs of children with low vision

Unit 4: Identification and Assessment of Visual Impairment

4.1 Interpretation of clinical assessment of vision
4.2 Functional assessment of vision: Concept, need and methods
4.3 Tools of functional assessment of vision and skills: Functional skills inventory for theblind (FSIB), Low Vision Assessment by Jill Keeffe, Lea tests, and Portfolioassessment
4.4 Tools for psychological assessment of the visually impaired: VithobaPaknikar
Performance Test, A short Scale IQ measure for the visually impaired based onWISC-R, Adapted EPQ, Adapted Blind Learning Aptitude Test, Conceptdevelopment for blind children, Reading Preference Test, Cornell Medical Index forVisually Handicapped Children
4.5 Report writing

Unit 5: Assessment of Learning Needs of Children with VIMD

5.1 Concept and definition of VIMD
5.2 Etiology of VIMD
5.3 Impact of VIMD on learning and development
5.4 Screening, identification, and assessment of Visually Impaired children withassociated disabilities
5.5 Multidisciplinary assessment of Visually Impaired children with Associated
Disabilities

Course Work/ Practical/ Field Engagement

• Present a seminar on implications of visual impairment on the personality of thevisually impaired

• Prepare material on early indicators of visual impairment and prevention of visualimpairment

• Carry out functional assessment of skills of a blind, a low vision, and a VIMD childand submit a report of their assessment

Essential Readings

• Barraga, N. C. (1980). Sequences of Visual Development.Austin: University of Texas.

• Bhan, S. &Swarup, S. (2010). Functional Skills Inventory for the Blind.Mumbai:National association for the blind.

• Bhandari, R. & Narayan J. (2009).Creating learning opportunities: a step by stepguide to teaching students with vision impairment and additional disabilities,including deafblindness. India: Voice and vision.

• Hyvarinen, L. & Jacob N. (2011).What and how does this child see: assessment ofvisual functioning for development and learning. Finland:Vistest Ltd.

• Mukhopadhyay, S., Mani, M.N.G., RoyChoudary&Jangira, N.K. (1988). SourceBook for Training Teachers of Visually Impaired. New Delhi: NCERT.

• Leat, S.J., Shute R.H., &Westall, C.A. (1999). Assessing children's vision: Ahandbook. Oxford: Butterworth-Heinemann.

• Mani, M.N.G. (2001). Reading Preference Test (REPT) for Children with LowVision. Coimbatore: International Human Resource Development Centre for theDisabled.

• Mani, M.N.G. (1992). Concept development of blind children.Coimbatore:SRKVidyalaya.

• Scholl, G. T. (Ed.) (1986). Foundations of the education for blind and visuallyhandicapped children and youth: Theory and Practice. New York: AFB Press.

• Singh, T.B. (1986). A short Scale I.Q Measure for the Visually Handicapped.Dehradun: NIVH.

• Singh, T.B. (1986). Eyssenck Personality Questionnaire (EPQ) for the VisuallyHandicapped. Dehradun: NIVH.

• Singh, T.B. (1986).Standardisation of Cornell Medical Index on VisuallyHandicapped children.Dehradun: NIVH.

• Singh, T.B & Sati, G. (1992). Use of Blind Learning Aptitude Test as a performancemeasure for the assessment of Visually Handicapped Children in India.Dehradun:NIVH.

• Warren, D.H. (1983). Blindness and Early Childhood Development. New York: AFBPress.

Suggested Readings

• Holbrook M. C. & Koenig A. J. (Eds.) (2000). Foundations of Education, Vol I:History and Theory of Teaching Children and Youths with Visual Impairments, (2nd Ed): New York: AFB Press.

• Kundu, C.L. (2000). Status of Disability in India, New Delhi, RCI.

• National Institute for the Visually Handicapped (1990). Handbook for Teachers of theBlind, Dehradun: NIVH.

• Punani, B., &Rawal, N. (1993). Handbook: Visual Impairment. New Delhi :AshishPublishing House

• Bright Hub Education (2012). Identifying Students with Visual Impairment.Retrieved from http://www.brighthubeducation.com/special-ed-visualimpairments/69240-early-signs-of-visual impairment-in-a-child/

COURSE-BSE-106: CROSS DISABILITY AND INCLUSION(PRACTICAL)

Course: BSE-106 **Credits: 02**

Hours: 60 **Marks: 50**

(External-40+internal-10)

Note: The evaluation will be done jointly by the two examiners (one internal and one external).

Course Outcomes

After completing the course student-teachers will be able to

- understand the different teaching strategies in classroom teaching with hand on experience of inclusive/ special school.
- carry out in depth case study and prepare a report on the basis of observations made in different special and inclusive schools.
- read & Write Bharti Hindi Braille

Sr. No	Task for the student teacher	Disability focus		Educational settings	Specific activities	Hrs. (60)	Marks
1	Classroom Observation	1	VI	Special School	Learners will observe students in different educational settings, curriculum transaction, classroom interaction in curricular and co-curricular areas and submit a report	10	25 (20+5)
		2	Other than VI	Minimum three special school		10	
		3	Any Disability	Inclusive schools		10	
2	Learning of Braille	VI and DEAF-blind		Department of Education, KUK	Introduction to Bharti/hindi or Regional Braille	30	25 (20+5)
GRAND TOTAL							50 (40+10)

SEMESTER–II B.Ed. Spl. Ed. (V.I.)

Introduction to course for semester-II

Course	Course title		Credits	Internal assess-ment	External assessme-nt	Total marks	Duration of exam
BSE-201	Learning, Teaching and Assessment		4	20	80	100	3hours
BSE-202& 203	Pedagogy of Teaching (V.I.) (any two papers from any two groups selecting one from one group)						
	Group-A	I. Pedagogy of teaching Science to students with visual impairment	4	20	80	100	3hours
	Group-B	I. Pedagogy of teaching Mathematics to students with visual impairment II. Pedagogy of teaching Social Science to students with visual impairment	4	20	80	100	3hours
	Group-C	I. Pedagogy of teaching Hindi to students with visual impairment II. Pedagogy of teaching English to students with visual impairment	4	20	80	100	3hours
BSE-204	Inclusive Education		2	10	40	50	1.5 hours
BSE-205	Curriculum, Designing, Adaptation and Strategies for teaching expanded curriculum		4	20	80	100	3hours
BSE-206	Practical: Disability specialization (visual impairment)		2	10	40	50	
BSE OE-I	Open Elective: Introduction to Inclusive Education		2	10	40	50*	2 Hours
GRAND TOTAL			**20**	**100**	**400**	**500**	

*** There will be no addition of credits and marks in Open Elective paper in Grand Total of the semester-II.**

COURSE-BSE-201: LEARNING, TEACHING AND ASSESSMENT

Course: BSE-201 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Time of Examination: 3 Hours **(External-80+Internal-20)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

This Course will initiate student-teachers to understand learning theories and as thesetranslate into teaching and learning actions. Assessment of learning as a continuous processis also focused. The course also needs to focus on the PWD as Learner and their specialeducation needs that teacher needs to address in diverse education settings.

Course Outcomes

After completing this course the student-teachers will be able to

•*comprehend the theories of learning and intelligence and their implications forclassroom teaching and learning.*

•*understand the concept of creativity and its implication for classroom teaching and learning.*

• *analyse the learning process, nature and theory of motivation*

• *analyse the role of memory, thinking and problem solving in learning process.*

• *describe the stages of teaching and learning and the role of teacher.*

• *describe the Leadership Role of Teacher in Classroom, School and Community.*

• *situate self in the teaching learning process.*

• *analyze the different perspectives of Assessment and Evaluation in the school system.*

• *understand the concept of Assessment and its various perspectives.*

• *explain the key concepts in school evaluation.*

• *analyze the scope and role of assessment in teaching learning process in order tointroduce dynamic assessment scheme for educational set up towards enhancedlearning.*

Unit 1: Human Learning and Intelligence

1.1 Human learning: Meaning, definition and concept formation

1.2 Learning theories:

- Behaviourism: Pavlov, Thorndike, Skinner
- Cognitivism: Piaget, Bruner
- Social Constructism: Vygotsky, Bandura

1.3 Intelligence:

- Concept and definition
- Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)

1.4 Creativity: Concept, Definition and Characteristics

1.5 Implications for Classroom Teaching and Learning

Unit 2: Learning Process and Motivation

2.1 Sensation: Definition and Sensory Process

2.2 Attention: Definition and Affecting Factors

2.3 Perception: Definition and Types

2.4 Memory, Thinking, and Problem Solving
2.5 Motivation: Nature, Definition and Maslow's Theory

Unit 3: Teaching Learning Process

3.1 Maxims of Teaching
3.2 Stages of Teaching: Plan, Implement, Evaluate, Reflect
3.3 Stages of Learning: Acquisition, Maintenance, Generalization
3.4 Learning Environment: Psychological and Physical
3.5 Leadership Role of Teacher in Classroom, School and Community

Unit 4: Overview of Assessment and School System

4.1 Assessment: Conventional meaning and constructivist perspective
4.2 'Assessment of Learning' and 'Assessment for Learning': Meaning and difference
4.3 Comparing and contrasting assessment, evaluation, measurement, test andexamination
4.4 Formative and summative evaluation, Curriculum Based Measurement
4.5 Revisiting key concepts in school evaluation: filtering learners, marks, credit, grading,choice, alternate certifications, transparency, internal-external proportion,improvement option

Unit 5: Assessment: Strategies and Practices

5.1 Strategies: (Oral, written, portfolio, observation, project, presentation, groupdiscussion, open book test, surprise test, untimed test, team test, records of learninglandmark, cloze set/open set and other innovative measures) Meaning and procedure
5.2 Typology and levels of assessment items: Multiple choice, open ended and closeended; direct, indirect, inferential level
5.3 Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions
5.4 Assessment of diverse learners: Exemptions, concessions, adaptations andaccommodations;
5.5 School examinations: Critical review of current examination practices and theirassumptions about learning and development; Efforts for exam reforms:Comprehensive and Continuous Evaluation (CCE), NCF (2005) and RTE (2009)

Engagement with the field as part of course as indicated below:

I. Report submission: observation of children belonging to any three stages ofdevelopment and describing applications of development in teaching-learningcontexts
II. Preparation of Self study report on individual differences among learners
III. Prepare a leaflet for parents on better emotional management of children
IV. Compilation of 5 CBM tools from web search in any one school subject
V. Team presentation of case study on assessment outcome used for pedagogic decisions
VI. Report on community participation in school assessment or study recent ASAR reportto understand school independent assessment

Transaction and Evaluation

This concepts and theoretical precepts included in this course should be explained withreference to children with and without disabilities. The effort of transaction should be toenhance the understanding of how learning occurs and what are the suitable means of itsassessment. Evaluation may be done by asking student-teachers to children with and withoutdisabilities and present a report of the same.

Essential Readings

• Amin, N. (2002). Assessment of Cognitive Development of Elementary SchoolChildren.A Psychometric Approach, Jain Book Agency, New Delhi.
• Chauhan, S.S. (2013). Advanced Educational Psychology.Jain Book Agency, Delhi.

• King-Sears, E. M. (1994). Curriculum Based Assessment in Special Education.Singular Publishing Group, San Diego, CA.
• Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective,McGraw Hill Education (India) Private Limited, New Delhi.
• Paul, P. (2009). Language and Deafness.Singular publication.
• Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment in Special andInclusive Education. Houghton Mifflin Company, Boston.
• Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and EmotionalAssessment of Children and Adolescents, Routledge, New York.
•Woolfolk, A., Misra, G., &Jha, A.K.(2012). Fundamentals of EducationalPsychology, 11th edn, Pearson Publication, New Delhi.

Suggested Readings

• Geisinger, K.F. (2013). APA Handbook of Testing and Assessment in Psychology.Available at American Psychological Association, USA.
• Guskey, T. R., & Bailey. J (2000). Grading and Reporting. Thousnad Oaks, CA:Corwin King.
• Howell, K. W., &Nolet, V. (2000). Curriculum-Based Evaluation: Teaching anddecisionmaking.Scarborough, Ontario, Canada, Wadsworth.
• McMillan, J. H. (2001). Classroom Assessment: Principles and Practice for EffectiveInstruction.Allyn and Bacon, London.
• Nevo, D. (1995). School based Evaluation. Pergamon Publishing, Kidlington, Oxford.
• Salvia, J., &Ysseldyke. J.E.(1998). Assessment. (7th ed) Houghton Mifflin, Boston.

COURSE-BSE-202 & 203: PEDAGOGY OF TEACHING SCIENCE TO STUDENTS WITH VISUAL IMPAIRMENT

Course: BSE-202 & 203: Group-A (I) **Credits: 04**

Contact Hours: 60 **Marks: 100**

Time of Examination: 3 Hours **(External-80+Internal-20)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

The course will help the student-teachers to generate their student's interest for learningscience and develop a scientific attitude. It is designed to equip the student-teachers to teachscience using innovative methods, techniques and teaching learning material to students with& without disabilities.

Course Outcomes

After completing the course the student-teachers will be able to

• *explain the role of science in day to day life and its relevance to modern society.*

• *describe the role of Science for Sustainable Development.*

• *describe the aims and objectives of teaching science at school level.*

• *discuss and apply the concept of Pedagogical analysis in Unit planning and Lesson Planning.*

• d*emonstrate and apply skills to select and use different methods of teaching thecontent of sciences.*

• *demonstrate competencies of planning for teaching sciences, organizing laboratoryfacilities and equipment designing pupil centred teaching learning experiences.*

• *apply the concept of constructive approach in Teaching of Science.*

• *discuss the meaning, concept and importance of Teaching-aids and Co curricular activities in teaching to Science to students with disabilities.*

• *demonstrate skills to design and use various evaluation tools to measure learnerachievement in sciences.*

Unit 1: Nature and Significance of Science

1.1 Nature, Scope, Importance and Value of Science

1.2 Science as an Integrated Area of Study

1.3 Science and Modern Indian Society: Relationship of Science and Society

1.4 Impact of Science with Special Reference to Issues related with Environment, Industrialization and Disarmament

1.5 Role of Science for Sustainable Development

Unit 2: Planning for Instruction

2.1 Aims and Objectives of Teaching Science in Elementary and Secondary School

2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in BehaviouralTerms

2.3 Lesson Planning – Importance and Basic Steps. Planning Lesson for an Explanation,Demonstration, and Numerical Problem in Teaching of Sciences

2.4 Unit Planning – Format of A Unit Plan

2.5 Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical Analysis

Unit 3: Approaches and Methods of Teaching Sciences

3.1 Process Approach, Direct Experience Approach, Inductive-Deductive Approach

3.2 Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning(CAL)

3.3 Project Method and Heuristic Method

3.4 Creating Different Situations of Learning Engagement: Group Learning, IndividualLearning, Small Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), Situated/ContextualLearning with reference to Children with Disabilities

3.5 Constructivist Approach and its Use in Teaching Science

Unit 4: Learning Resources with reference to Children with Disabilities for TeachingScience

4.1 Teaching Learning Aids – Need, Importance, Selection, Use and Classification ofAids Based on Type of Experience, Audio Visual Aids, Multimedia, Charts, andModels (Tactile and Visual)

4.2 Importance of Co-Curricular Activities-Science Club, Science Exhibition, ScienceText Books-Characteristics and Significance with reference to Children withDisabilities

4.3 The Science Laboratory-Planning Organization of Lab, Storage, Record Keeping andSafety of Scientific Equipments with reference to Children with Disabilities

4.4 Aquarium, Vivarium – Role in Teaching with Setting & Maintaining

4.5 Museum, Botanical and Zoological Garden: Role In Teaching

Unit 5: Evaluation

5.1 Evaluation- Concept, Nature and Need

5.2 Norm Referenced & Criterion Referenced Evaluation, Comprehensive and Continuous Evaluation: Concept and Significance, Scholastic and Co-Scholastic Assessment

5.3 Tools and Techniques for Formative and Summative Assessments

5.4 Preparation of Diagnostic Test and Achievement Test

5.5 Adaptations of Evaluation Procedure With Reference To Children With Disabilities

Practical/ Field Engagement/Project Work

Any one of the following

I. Pedagogical analysis of a unit from Science content.

II. Preparation of a multimedia presentation on a topic from Science content keepingstudents with disabilities in view.

III. Developing an Action Research Plan on a problem related to teaching and learning ofSciences to students with disabilities to students with disabilities.

IV. Construction of a diagnostic test for unit along with a remedial plan.

V. Comparative analysis of prescribed syllabus and textbooks of different BoardsCurricular innovations in respective subject areas

VI. Curricular adaptations for teaching Sciences to students with disabilities.

Essential Readings

• Brown, R. (1978). Science instruction of visually Impaired Youth. New York: AFB.

• Buxton, A. C. (2010). Teaching Science in Elementary and Middle School**.**NewDelhi: Sage Publications.

• Bybee, R. (2010b). The teaching of science: 21st-century perspectives. Arlington, VA: NSTA Press,USA.

• Fensham, P.J. (1994). The content of Science: A constructive Approach to its Teaching and Learning**.**Washington, D.C: The Falmer Press.

• Gupta, V. K. (1995). Teaching and lLearning of Science and Technology. New Delhi:Vikas Publishing House Pvt. Ltd.
• Henninen, K. A. (1975). Teaching of Visually Handicapped, Ohio: Charles E. MerrillPublishing Company.
• Joshi, S. R. (2005). Teaching of Science.New Delhi: A.P.H Publishing Corporation.
• Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for studentswith vision impairments, Sydney: North Rocks Press.
• Lawson, E. A. (2010). Teaching Inquiry Science in Middle School, New Delhi: SagePublications.
• Layton, D. (1989). Innovations in Science and Technology Education, New Delhi:Sterling Publishers.
• Mani, M. N. G. (1992). Techniques of teaching blind children, New Delhi: SterlingPublishers.
• Mukhopadhyay, S., Jangira, N. K., Mani, M.N. G., &Raychowdhary, N. (1987). Sourcebook for training teachers of visually impaired, New Delhi: NCERT.
• Murray, L. J. (1988). Basic Skills – Science, Boston: John Murrey.
• NCERT (1982). Teaching Science in secondary schools, New Delhi: NCERT.
• NIVH (1992). Handbook for the teachers for the visually handicapped, Dehradun
• Scholl, G.T. (1986). Foundations of education for blind and visually handicappedchildren and youth, New York: American Foundation for the blind.
• Sharma, R. C. (2005). Modern Science teaching, Delhi: DhanpatRai& Sons.
• Siddiqui, H. M. (2007). Teaching science, New Delhi: Balaji offset.
• Siddiqui, N.N., &Siddiqui, M. N. (1994). Teaching of science today & tomorrow,Delhi: Doaba House.
• Starin, A., &Sund, B. (1983). *Teaching science through discovery*. Ohio: Charles E. Merril Publishing Company.
• Tripathi, S. (2004). Teaching of Physical Science, Delhi: Dominant Publications.
• UNESCO (1966). Source Book for Science Teaching, Paris: UNESCO.
• Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & DeepPublishers.
•Vanaja, M. (2006). Teaching of Physical Science, Hyderabad: NeelkamalPublications.

Suggested Readings

• Gupta, S. K. (1983). Technology of Science Education, Delhi: Vikas PublishingHouse Pvt. Ltd.
• Gupta, V. K. (1995). Readings in Science and Mathematics Education, Ambala: TheAssociated Press.
• Mangal S. K., &Shubhra (2005). Teaching of Biological Sciences, Meerut:International Publishing House.
• Rao, V.K. (2004). Science Education, APH Publishing Corpn. New Delhi.

COURSE-BSE-202 & 203:PEDAGOGY OF TEACHING MATHEMATICSTO STUDENTS WITH VISUAL IMPAIRMENT

Course:BSE-202&203 , Group-B (I) **Credits: 04**

Contact Hours: 60 **Marks: 100**

Time of Examination: 3 Hours **(External-80+Internal-20)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

The course will help the student-teachers to generate their student's interest for learningmaths and develop dispositions towards the subject. It is designed to equip the learners toteach maths using innovative methods, techniques and teaching learning material for childrenwith& without disabilities.

Course Outcomes

After completing the course the student-teachers will be able to

- *explain the nature of Mathematics and its historical development with contribution of Mathematicians*
- *understand the* perspectives on psychology of teaching and learning of mathematics
- *define the aims and objectives of teaching Mathematics at school level.*
- *prepare lesson planning of teaching Mathematics at school level.*
- *demonstrate and apply skills to select and use different methods of teaching Mathematics.*
- *apply the skills of creating different situations of learning engagement strategies in mathematics classroom.*
- *utilize the teaching-learning resources in mathematics for students with disabilities.*
- *demonstrate competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.*
- *understand the various assessment and evaluation methodsin teaching of Mathematics.*
- *demonstrate skills to design and use various evaluation tools to measure learner achievement in Mathematics.*

Unit 1: Nature of Mathematics

1.1 Meaning, Nature, Importance and Value of Mathematics

1.2 Axioms, Postulates, Assumptions and Hypothesis in Mathematics

1.3 Historical Development of Notations and Number Systems

1.4 Contribution of Mathematicians (Ramanujam, Aryabhatta, Bhaskaracharya, Euclid,Pythagoras)

1.5 Perspectives on Psychology of Teaching and Learning of Mathematics-Constructivism, Enactivism, Vygotskyian Perspectives, and Zone of ProximalDevelopment

Unit 2: Objectives and Instructional Planning in Mathematics

2.1 Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools

2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms

2.3 Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic,

Algebra and Geometry
2.4 Unit Planning – Format of A Unit Plan
2.5 Pedagogical Analysis: Meaning and Need and Procedure for Conducting PedagogicalAnalysis. Classification of Content, Objective, Evaluation, etc

Unit 3: Strategies for Learning and Teaching Mathematics

3.1 Concept Formation and Concept Attainment: Concept Attainment Model for Learningand Teaching of Concepts
3.2 Learning By Exposition: Advanced Organizer Model
3.3 Methods of Teaching- Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, and Project
3.4 Techniques of Teaching Mathematics: Oral Work, Written Work, Drill-Work, Brain-Storming and Computer Assisted Instruction (CAI)
3.5 Creating Different Situations of Learning Engagement: Group Learning, IndividualLearning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), and Situational/Contextual Learning

Unit 4: Teaching-Learning Resources in Mathematics for Students with Disabilities

4.1 Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory
4.2 Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing andMeasuring Instruments, Drawing Instruments, Models, Concrete Materials, SurveyingInstruments With Reference To Children With Disabilities
4.3 Bulletin Boards and Mathematics Club
4.4 Abacus, Cussionaire Rods, Fractional Discs, Napier Strips
4.5 Calculators, Computers, Smart Boards, Multimedia Presentations, and Special Aidsand Appliances For Children With Disabilities

Unit 5: Assessment and Evaluation for Mathematics Learning

5.1 Assessment and Evaluation- Concept, Importance and Purpose
5.2 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures
5.3 Tools and Techniques for Formative and Summative Assessments of LearnerAchievement in Mathematics, Comprehensive and Continuous Evaluation inMathematics
5.4 Preparation of Diagnostic and Achievement Test
5.5 Adaptations in Evaluation Procedure for Students with Disabilities

Practical/ Field Engagement/ Project Work

Any one of the following

I. Pedagogical analysis of a unit of content from secondary school Mathematics Syllabus
II. Preparation of a multimedia presentation on a topic with special reference to studentswith disabilities
III. Construction of a question paper based on current CBSE format/concerned State Board of education, preparing its Scoring key, and marking scheme
IV. Analyzing errors committed by school children in Mathematics and preparing aremedial plan
V. Developing an Action Research proposal for a problem related to teaching andlearning of Mathematics with reference to students with disabilities

Transactions

Lecture cum demonstration, Workshops and Seminars

Essential Readings

• Carey, L.M. (1988). *Measuring and Evaluating School Learning*, Boston: Allyn andBacon.

• Chambers, P. (2010).*Teaching Mathematics*, Sage Publication, New Delhi.
• Chapman, L.R. (1970). *The Process of Learning Mathematics*, New York: PregamonPress.
• David, A.H., Maggie, M.K., &Louann, H.L. (2007). *Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners*, Canada: Amazon Books.
• David, W. (1988). *How Children Think and Learn*, New York: Blackwell PublishersLtd.
• Gupta, H. N., &Shankaran, V. (Ed.), (1984). Content-Cum-Methodology of TeachingMathematics. NCERT, New Delhi.
• James, A. (2005). *Teaching of Mathematics*, New Delhi: Neelkamal Publication.
• Kumar, S. (2009). Teaching of Mathematics, New Delhi: Anmol Publications.
• Mangal, S.K. (1993). *Teaching of Mathematics*, New Delhi: Arya Book Depot.
• Mani, M. N. G. (1992). *Techniques of Teaching Blind Children*, New Delhi: SterlingPublishers.
• Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G., &Raychaudhary, N. (1987).*Sourcebook for Training Teachers of Visually Handicapped*, New Delhi: NCERT.
• Nemeth, A. (1973). *Nemeth Code for Mathematics and Scientific Notation*,Loviseville K: American Printing House.
• Siddhu, K.S. (1990). *Teaching of Mathematics*, New Delhi: Sterling Publishers.

Suggested Readings

• Keeley, P. K., & Cheryl, T. R. (2011). *Mathematics Formative Assessmen*t, Canada:Sage Publications.
• *National Curriculum Framework.* (2005). NCERT, New Delhi: NCERT.
• *National Curriculum Framework for Teacher Education*. (2009). NCTE, New Delhi.
• *Teaching of Mathematics (ES-342), Blocks 1-4.* (2000). IGNOU, New Delhi.
• *Text Books of Mathematics for Class-VI to X*. (2006). NCERT, New Delhi.

COURSE-BSE-202 &203 :PEDAGOGY OF TEACHING SOCIAL SCIENCETO STUDENTS WITH VISUAL IMPAIRMENT

Course: BSE-202 &203 , Group-B (II) **Credits: 04**

Contact Hours: 60 **Marks: 100**

Time of Examination: 3 Hours **(External-80+Internal-20)**

Note: Paper setter will set 10 questions in all out of which students will be required to attempt five questions.Question number one will be compulsory which will comprise of four short answer type notes of four marks each from entire syllabus. Remaining nine questions will be long answer type questions out of which students will be required to attempt four questions. All questions carry equal marks.

Introduction

This course explores the scope of social science. It develops competencies in designing lesson plans and evaluations tools. It addresses the knowledge and understanding of the methodologies, approaches to teach social sciences at secondary level and also modify and adapt content-area curricula, materials and techniques for students with disabilities. The course also focuses on various skills and competencies that teachers need to develop.

Course Outcomes

After completing the course the student-teachers will be able to

- *explain the concept, nature and scope of social science.*
- *understand the responsibilities of social science teacher in society.*
- *develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching.*
- *explain the various curricular approaches to the teaching of social sciences.*
- *determinethe different methodsfor teaching social science*
- *develop skills in preparation and use of support materials for effective social science teaching.*
- *assess the different tool andtechniques of evaluating learner achievement in social Science.*
- *develop the ability to organize co-curricular activities and community resources for promoting social science learning.*
- *develop an understanding of Social Science Teacher as a reflective practitioner.*

Unit I: Nature of Social Sciences

1.1 Concept, scope and nature of social science
1.2 Difference between social sciences and social studies
1.3 Aims and objectives of teaching social science at school level
1.4 Significance of social science as a core subject
1.5 Role of social science teacher for an egalitarian society

Unit II: Curriculum and Instructional Planning

2.1 Organization of social science curriculum at school level
2.2 Instructional Planning: Concept, need and importance
2.3 Unit plan and Lesson plan: need and importance
2.4 Procedure of Unit and Lesson Planning
2.5 Adaptation of unit and lesson plans for children with disabilities

Unit III: Approaches to teaching of Social Science

3.1 Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e)Integrated, f) Regressive

3.2 Methods of teaching social science: Lecture, discussion, socialized recitation, sourceand project method

3.2.1. Devices and techniques of teaching social studies – Narration, description,illustration, questioning, assignment, field trip, story-telling, Role play, Group andself study, programmed learning, inductive thinking, Concept mapping,expository teaching and problem solving

3.3 Accommodations required in approaches for teaching children with disabilities

3.4 Instructional material for teaching of social science: Time-lines & Genealogicalcharts, Maps & Globes, Use of different types of Boards(Smart boards, Chalk Board,
Flannel Board), Tape-records, Radio, Television, Films & Filmstrips, Overhead
Projector, Social science games and Power Point Presentation

3.5 Adaptations of material for teaching children with disabilities

Unit IV: Evaluation of Learning in Social Science

4.1 Purpose of evaluation in social science

4.2 Techniques of evaluating learner achievement in social Science: Written and Oraltests, Observation Tools, Work Samples, Portfolio

4.3 Assessment: tools and techniques of Continuous and Comprehensive Evaluation
(CCE) for curricular and co-curricular subjects

4.4 Construction of teacher made test

4.5 Diagnostic testing and enrichment techniques for children with disabilities

Unit V: Social Science Teacher as a Reflective Practitioner

5.1 Being a reflective practitioner- use of action research

5.2 Developing an Action Research Plan for solving a problem in teaching-learning of
Social science

5.3 Case study- Need and Importance for a School Teacher

5.4 Development of a Professional Portfolio/ Teaching Journal

5.5 Competencies for teaching Social science to children with disabilities

Transaction

The student-teachers should be encouraged to read chapters and articles. There may bequizzes, seminars, field trips, lectures, demonstrations, school visits and observations to teachthis course.

Course Work/ Practical/ Field Engagement

• Prepare a unit of social science content for a given child with disabilities

• Develop an Action Research Plan on a problem related to teaching and learning in
Social Science

• Adapt teaching learning materials for a child with disabilities

• Develop questions and achievement tests in social science

• Organize activities like quiz, mock-parliament, field trips, exhibitions and any otherco-curricular activities in schools

Essential Readings

• Aggarwal, J. C. (2008). Principles, methods & techniques of teaching. UP: VikasPublishing House Pvt Ltd.

• Batra, P. (2010). Social Science Learning in Schools Perspective and Challenges,Sage Publications Pvt. Ltd; Pap/Com edition.

• Chauhan, S. S. (2008). Innovations in teaching learning process. UP: VikasPublishing House Pvt Ltd.

• Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing Corporation.
• Duplass, J. A. (2009). Teaching elementary social studies. New Delhi: AtlanticPublishers.
• Mangal, U. (2005). SamajikShikshan, Arya Book Depot, New Delhi.

Suggested Readings

• Aggarwal, J.C. (2008). Teaching of social studies: A practical approach. (4th ed). UP:Vikas Publishing House Pvt Ltd.
• George, A. M., & Madam, A. (2009). *Teaching Social Science in Schools: NCERT'SNew Textbook Initiative.*
• Mangal, S.K. (2004). Teaching of Social Science, Arya Book Depot, Delhi.
• Rai, B.C. (1999). Methods of Teaching Economics, Prakashan Kendra, Lucknow.
• Sharma, R.A. (2008). Technological foundation of education. Meerut: R.Lall BooksDepot.
• Sharma, R.N. (2008). Principles and techniques of education. Delhi: SurjeetPublications.
• Singh, Y.K. (2009). Teaching of history: Modern methods. New Delhi: APHPublishing Corporation.
•Stone, R. (2008). Best Practices for Teaching Social Studies: What Award-WinningClassroom Teachers Do, Corwin, CA.

COURSE-BSE-202 &203 :PEDAGOGY OF TEACHING HINDI TOSTUDENTS WITH VISUAL IMPAIRMENT

Course:BSE-202&203 , Group-C (I) **Credits: 04**
Contact Hours: 60 **Marks: 100**
Time of Examination: 3 Hours **(External-80+Internal-20)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

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1-4 fgUnh Hkk"kk dk ukedj.k] lLdr l fgUnh d mnHko dh ifØ;kA
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1-7 ikB;oLr lo/ku
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2-5 fgUnh f"k{k.k d Kkukred] ck/kkred] dk"kykRed vkj :fpxr mnn";k dk fu/kkj.kA
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4-7 Hkk"kk vf/kxe e Hkk"kk i;kx"kkyk d i;kx dh fof/k vkj leh{kkA
4-8 &Hkk"kk vf/kxe d eY;kdu dh ifof/k
4-8-1 eY;kdu dh ldYiuk] mnn"; vkj egÙoA
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4-8-3 y[ku] iBu] Jry[k] ly[k] rhoy[ku] =fV eDr y[ku] vk"kHkk'k.k vkj dk0; ikB dk lrr ,o 0;kid eY;kdu ifof/k }kjk eY;kduA
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5-1 vuorh fpUru dh vko";drk vkj egÙoA
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5-4 ikB;Øe] lgk;d lkexh vkj ikB;fof/k;k dk vkykpukRed foopuA
5-5 ikB;Øe] lgk;d lkexh vkj ikB; fof/k;k ij fo|kfFk;k vkj vfHkHkkodk dh ifrfØ;kvk dk lxgA

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• fgUnh f"k{k.k d Jo.k] okpu vkj y[ku vf/kxe d lVhd eY;kdu e lrr ,o 0;kid eY;kdu dh ifof/k d mi;kx dk fooj.kA
• fpUru nufUnuh] ikVQkfy;k vkj vkykpukRed fooj.kh d mi;kx dh leh{kk vkj budh ifr dfrdk iLrfrdj.kA

eY;kdu ;ktuk&
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• **fgUnh f'k{k.k] Mk- jke'kdy ik.M;] foukn iLrd efUnj] vkxjk] 2005-**
• **fgUnh lkfgR; dk bfrgkl] vkpk; jkepUn 'kDy] jkt dey idk'ku] ubfnYyh] 2006**
• **fgUnh f'k{k.k] jeu fcgkjh yky] jLrkxh idk'ku] ejB] 2002-**
• **fgUnh f'k{k.k] lkfo=h flg] bUVj u'kuy ifCyf'kx gkml] ejB] 2004**

COURSE-BSE-202 &203: PEDAGOGY OF TEACHING ENGLISH TO STUDENTS WITH VISUAL IMPAIREMENT

Course:BSE-202 &203:, Group-C (II) **Credits: 04**
Contact Hours: 60 **Marks: 100**
Time of Examination: 3 Hours **(External-80+Internal-20)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

This course will enable the student-teachers to gain a strong knowledge base in nature ofEnglish language & literature, instructional planning and evaluation. It will help in applyingtheory to practice to design your own materials and plan lessons in preparation for teachingrealclasses.The course offers you the opportunity to explore in-depth aspects of English andto find out about the approaches and current practices of language teaching in relation toIndian and international contexts. The course also equips you with analytical andinvestigative skills and povides a foundation in issues related to English language teaching,second language pedagogy and language acquisition.

Course Outcomes

After completing the course the student-teachers will be able to

- *explain the Nature and Principles of language teaching.*
- *describe the current trends of English literature in Indian Context.*
- *understand the aims and objectives of teaching English at different stages of schooling.*
- *prepare an instructional plan in teaching English.*
- *differentiate between an approach and a method of teaching English.*
- *adapt various approaches and methods to teach English language.*
- *explain the importance of instructional material and their effective use*
- *use various techniques to evaluate the achievement of the learner in English.*

Unit I: Nature of English Language & Literature

1.1 Principles of Language Teaching
1.2 Language Proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)
1.3 English Language in the school context: An Evolutionary Perspective
1.4 Current Trends in Modern English Literature in Indian context
1.5 Teaching as second language in Indian context.

Unit II: Instructional Planning

2.1 Aims and objectives of Teaching English at different stages of schooling
2.2 Instructional Planning: Need and Importance
2.3 Unit and lesson plan: Need and Importance
2.4 Procedure of Unit and Lesson Planning
2.5 Planning and adapting units and lessons for children with disabilities

Unit III: Approaches and Methods of Teaching English

3.1 Difference between an approach and a method

3.2 Task based approach, co-operative learning, language across curriculum,communicative language teaching, Bilingual, Eclectic and Constructive approach
3.3 Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translationmethod. ii) Structural – Situational method. iii) Direct method
3.4 Development of four basic language skills: Listening, Speaking, Reading, and Writing
3.5 Accommodation in approaches and techniques in teaching children with disabilities

Unit IV: Instructional Materials

4.1 Importance of instructional material and their effective use
4.2 The use of the instructional aids for effective teaching of English: Smart boards, Chalk Board, Flannel Board, Pictures/ Picture-cut-outs, Charts, Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Language Laboratory, Languagegames, reading cards, Worksheets, Handouts, and Power Point Presentation
4.3 Construction of a teacher made test for English proficiency
4.4 Teaching portfolio
4.5 Adaptations of teaching material for children with disabilities

Unit V: Evaluation

5.1 Evaluation - Concept and Need
5.2 Testing Language skills and Language elements (Vocabulary, Grammar and Phonology)
5.3 Adaptation of Evaluation Tools for Children with Disabilities
5.4 Individualized assessment for Children with Disabilities
5.5 Error analysis, Diagnostic tests and Enrichment measures

Transaction

This course should be taught through a series of workshops, seminars and presentations. Lectures,demonstrations and discussions for theory based topics. Students should be encouraged to useinstructional material in their practice of teaching lessons. Adaptations in pedagogy, material andevaluation should be taught through workshops and specific case studies

Course Work/ Practical/ Field Engagement

• Design teaching programme based on error analysis
• Develop an Action Research Plan for measuring the effectiveness of a given teachingapproach in English
• Develop work sheet (interactive including language games)
• Prepare worksheets to enrich vocabulary among secondary students with disabilities
• Develop lesson plans for the teaching of prose and poetry
• Critically analyze any one poem or essay of a well known poet or writer

Essentital Readings

• Allen, H., &Cambell, R. (1972). Teaching English as second Language, McGraw Hill,New York.
• Bharthi, T., &Hariprasad, M. (2004). Communicative English, Neelkamal Publications,Hyderabad.
• Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language.KalyaniPublishers, New Delhi.
• Grellet, F.(1980). Developing Reading Skills, Cambridge University Press, New York.
• IGNOU CTE – 02 Certificate in Teaching of English (1989). The Structure of English,IGNOU, New Delhi.
• IGNOU EEG – 02 Elective Course in English (1989). The Structure of Modern EnglishBlocks (1 to 7), IGNOU, New Delhi.

Suggested Readings

• Agnihotri, R.K., &Khanna, A.L. (Ed.) (1996). English Grammar in context, Ratnasagar,Delhi.
• Bhatia, K.K., &Kaur, N. (2011). Teaching and Learning English as a Foreign Language.Ludhiana: Kalyani Publishers.
• Bindra, R. (2005). Teaching of English. Jammu: RadhaKrishanAnand and Co.
• Brumfit, C.J., & Johnson (Ed.) (1979). The communicative Approach to LanguageTeaching, Oxford University Press, Oxford.
• Bryne, D. (1988). Teaching Writing Skills, Longman, England.
• Krashen, D. (1992). Principles and Practice in Second Language Acquisition, PergamumPress Oxford.
• Krishna Swamy (2003). Teaching English: Approaches, Methods and Techniques,Macmillan Publication, New Delhi.
• Sachdeva, M. S. (2007). Teaching of English. Patiala: Twenty First Century Publications.
• Sahu, B. K. (2004). Teaching of English. Ludhiana: Kalyani Publishers.
• Shaik, M. & Gosh, R.N. (2005). Techniques of Teaching English, NeelkamalPublications, Hyderabad.
• Sharma, P. (2011). Teaching of English: Skill and Methods. Delhi: Shipra Publication

COURSE-BSE-204: INCLUSIVE EDUCATION

Course: BSE-204 **Credits: 02**

Contact Hours: 30 **Marks: 50**

Time of Examination: 1.5 Hours **(External-40+Internal-10)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

The course is designed to develop an understanding about inclusive education and addressingdiversity in the mainstream classroom. It is also formulated in a way that the learners willknow the pedagogical practices and recognises ways in which different stakeholders cancollaborate for the success of inclusive education.

Course Outcomes

After completing the course the student-teachers will be able to

- apprise the concept of Inclusive Education, Mainstreaming and integrated Education.
- understand the Principles and Models of Inclusive Education.
- explain the barriers of Inclusive Education.
- explain the roles and responsibilities of stakeholders for inclusive education of CWSN.
- explain various issues regarding advocacy and leadership for Inclusive education.
- expound strategies for collaborative working and stakeholders' support in implementing inclusive education.
- describe various policies and legislative provisions with reference to children with special needs (CWSN).
- understand various national declarations, proclamations and affirmations for special needs.
- describe the provisions of PWD Act-1995, National Trust 1999 and RPwDs act. 2016.
- explain recent declarations, proclamations and affirmations at International Level.
- describe critically UNESCAP (1992), UNESCO Salamanca Statement (1994) and UNCRPD (2007).
- explain Dakar Framework for Action (The world Education Forum) (2000) and Biwako Millennium Framework for Action towards inclusion, barrier free, rights-based society.

Unit 1: Introduction to Inclusive Education

1.1 Marginalisation vs. Inclusion: Meaning & Definitions

1.2 Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion

1.3 Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity

1.4 Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment

1.5 Barriers to Inclusive Education: Attitudinal, Physical & Instructional

Unit 2: Polices & Frameworks Facilitating Inclusive Education

2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)

2.2 International Conventions: Convention against Discrimination (1960), Convention on

Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)

2.3 International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)

2.4 National Commissions & Policies: Kothari Commission (1964), National EducationPolicy (1968), National Policy on Education (1986), Revised National Policy ofEducation (1992), National Curricular Framework (2005), National Policy ForPersons With Disabilities (2006)

2.5 National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), NationalTrust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013)

Unit 3: Adaptations Accommodations and Modifications

3.1 Meaning, Difference, Need & Steps

3.2 Specifics for Children with Sensory Disabilities

3.3 Specifics for Children with Neuro-Developmental Disabilities

3.4 Specifics for Children with Loco Motor & Multiple Disabilities

3.5 Engaging Gifted Children

Unit 4: Inclusive Academic Instructions

4.1 Universal Design for Learning: Multiple Means of Access, Expression, Engagement& Assessment

4.2 Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching,Alternate Teaching & Team Teaching

4.3 Differentiated Instructions: Content, Process & Product

4.4 Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies

4.5 ICT for Instructions

Unit 5: Supports and Collaborations for Inclusive Education

5.1 Stakeholders of Inclusive Education & Their Responsibilities

5.2 Advocacy & Leadership for Inclusion in Education

5.3 Family Support & Involvement for Inclusion

5.4 Community Involvement for Inclusion

5.5 Resource Mobilisation for Inclusive Education

Practical & Field Engagement

I. Visit Special Schools of any two Disabilities & an Inclusive school & writeobservation report highlighting pedagogy

II. Prepare a Checklist for Accessibility in Mainstream Schools for Children with Disabilities

III. Design a Poster on Inclusive Education

IV. Prepare a Lesson Plan on any one School subject of your choice using any one Inclusive Academic Instructional Strategy

Transactions

Group discussions following videos and visits. Debate for Inclusion vs. Segregation & Self study for legislations and frameworks

Suggested Readings

• Bartlett, L. D., &Weisentein, G. R. (2003). *Successful Inclusion for EducationalLeaders*. New Jersey: Prentice Hall.

• Chaote, J. S. (1991). *Successful Mainstreaming.*Allyn and Bacon.

• Choate, J. S. (1997). *Successful Inclusive Teaching.*Allyn and Bacon.

• Daniels, H. (1999) .*Inclusive Education.*London: Kogan.
• Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida:Harcourt Brace and Company.
• Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
• Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction toExceptionality*. Belmont: Wadsworth.
• Gartner, A., &Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms*,Baltimore: P. H. Brookes Publishers.
• Giuliani, G.A. &Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs.*Corwin press:Sage Publishers.
• Gore, M.C. (2004) .*Successful Inclusion Strategies for Secondary and Middle SchoolTeachers*, Crowin Press, Sage Publications.
• Hegarthy, S. &Alur, M. (2002). *Education of Children with Special Needs: fromSegregation to Inclusion,* Corwin Press, Sage Publishers.
• Karant, P., &Rozario, J. ((2003*). Learning Disabilities in India.*Sage Publications.
• Karten, T. J. (2007). *More Inclusion Strategies that Work.* Corwin Press, SagePublications.
• King-Sears, M. (1994). *Curriculum-Based Assessment in Special Edcuation*.California: Singular Publications.
• Lewis, R. B., &Doorlag, D. (1995). *Teaching Special Students in the Mainstream*.4th Ed. New Jersey: Pearson.
• McCormick, S. (1999). Instructing Students who Have Literacy Problems. 3rd Ed.New Jersey, Pearson.
• Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
• Ryandak, D. L. &Alper, S. (1996). *Curriculum Content for Students with Moderateand Severe Disabilities in Inclusive Setting.* Boston, Allyn and Bacon.
• Sedlak, R. A., &Schloss, P. C. (1986). *Instructional Methods for Students withLearning and Behaviour Problems*.Allyn and Bacon.
• Stow L. &Selfe, L. (1989). *Understanding Children with Special Needs*. London:Unwin Hyman.
• Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). *Exceptional Lives: Special Education in Today's Schools*.2nd Ed. New Jersey: Prentice-Hall.Inc.
• Vlachou D. A. (1997).*Struggles for Inclusive Education: An Ethnographic Sstudy*.Philadelphia: Open University Press.
• Westwood, P. (2006). *Commonsense Methods for Children with Special EducationalNeeds -Strategies for the Regular Classroom.*4th Edition, London RoutledgeFalmer:Taylor & Francis Group.

COURSE-BSE-205: CURRICULUM, DESIGNING , ADAPTATION AND STRATEGIES FOR TEACHINGEXPANDED CURRICULUM

Course: BSE-205 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Time of Examination: 3 Hours **(External-80+Internal-20)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

Curriculum is the heart of any educational system. As is the curriculum, so is the educativeprocess. This course will provide basic understanding of the concept of curriculumapproaches to curriculum development. The course content shows a strong commitment tothe notion that children with visual impairment should have access to the regular corecurriculum for which they need to learn an expanded core curriculum unique to visualimpairment. Apart from that certain curricular adaptations and modifications are required tobe done to enable the students to access visually oriented concepts. Adapted physicaleducation and creative arts also form a part of this course of study.

Course Outcomes

After completing the course student-teachers will be able to

- *explain the concept, types and approaches of curriculum in special education.*
- *understand the responsibility of special teacher in educating the children with visual Impairment.*
- *demonstrate the techniques of teaching functional academic skills.*
- *explain importance and components of independent living skills.*
- *describe different techniques of teaching social interaction skills.*
- *explain curricular adaptations andneed & planning of reasonable accommodations.*
- *understand the pedagogical strategies and Teaching Learning Material for visually Impaired*
- *illustrate how physical education and creative arts activities can be adapted for the children with visual impairment.*

Unit 1: Concept and Types of Curriculum

1.1 Concept, Meaning and Need for Curriculum

1.2 Curricular Approaches in Special Education – Developmental, Functional, Eclecticand Universal design for learning Approach

1.3 Types of Curriculum – need based, knowledge based, activity based, skill based andhidden curriculum

1.4 Curriculum Planning, Implementation and Evaluation; Role of Special teachers of theVisually Impaired

1.5 Core Curriculum and Expanded Core Curriculum- Meaning, Need and Components

Unit 2: Teaching Functional Academics Skills

2.1 Learning media assessment

2.2 Braille reading readiness

2.3 Techniques of teaching Braille

2.4 Techniques of Teaching print to children with low vision
2.5 Braille aids and devices, optical devices for print reading and writing

Unit 3: Teaching of Independent Living Skills

3.1 Independent living skills – Meaning, Importance, Components
3.2 Orientation and Mobility – need and importance, techniques of teaching mobility, sighted guide and pre-cane, cane techniques and mobility aids
3.3 Daily living skills – assessment of needs and techniques of teaching age appropriate daily living skills
3.4 Sensory efficiency – importance and procedures for training auditory, tactile, olfactory, gustatory, kinaesthetic senses and residual vision
3.5 Techniques of teaching social interaction skills, leisure and recreation skills and self - determination

Unit 4: Curricular Adaptation

4.1 Curricular adaptation – Need, Importance and Process
4.2 Reasonable accommodation – Need and Planning
4.3 Planning of lessons for teaching Expanded Core Curriculum – Individualized Education Program writing
4.4 Pedagogical Strategic – Cooperative learning, Peer tutoring, reflective teaching,multisensory teaching
4.5 Preparation of Teaching Learning Material for ECC – Reading Readiness kit, FlashCards, Sensory Kits, and Mobility Maps

Unit 5: Curricular Activities

5.1 Curricular activities – Meaning and Need for Adaptation.
5.2 Adaptation of Physical education activities and Yoga
5.3 Adaptation of Games and Sports – both Indoor and Outdoor
5.4 Creative Arts for the children with visual impairment
5.5 Agencies/Organisations promoting – Sports, Culture and Recreation activities for theVisually Impaired in India – Indian Blind Sports Association, Chess Federation of India, Paralympic Committee of India, Abilympics, World Blind Cricket

Course Work/ Practical/ Field Engagement

• Prepare reading readiness material for pre-school children with visual impairment
• Preparation and presentation of a kit to develop sensory efficiency
• Select one chapter from a primary level text book of your choice and adapt it forlearners with visual impairment
• Adapt one diagram and one map from secondary classes into non-visual format

Essential Readings

• Lowenfeld, B. (1971). Our blind children: Growing and learning with them,Springfield, Charles C. Thomas.
• Aggarwal, J.C. (2005). Curriculum development.Shipra Publication. Delhi
• Arora, V. (2005). Yoga with visually challenged.:Radhakrishna Publication, NewDelhi
• Baratt, S. H. (2008). The special education tool kit. Sage Publication, New Delhi.
• Chapman, E. K. (1978). Visually Handicapped Children and Young People. Routledge and Kegan Paul, London.
• Cutter, J. (2006). Independent Movement and travel in Blind Children. IAP, NorthCarolina.
• Dickman, I.R. (1985). Making life more liveable. AFB, New York.
• Dodds, A. (1988). Mobolity training for visually handicapped people.Croom Helm.London.

• Jose, R. (1983). Understanding Low Vision. American Foundation for the Blind, NewYork.
• Kauffman, J.M., &Hallahan, D.P. (1981). Handbook of Special Education. PrenticeHall, New Delhi
• Kelly, A.V. (1997). The curriculum: theory and practice. Harper and Row, London.
• Lowenfeld, B. (1973). The Visually Handicapped Child in School. John DayCompany, New York.
• Mangal, S. K. (2011) Educating Exceptional Children: An Introduction to SpecialEducation. PHI Learning Pvt.Ltd., New Delhi.
• Mani, M. N. G. (1992). Techniques of teaching blind children. Sterling PublishersPvt. Ltd., New Delhi.
• Mani, M. N. G. (1997). Amazing Abacus. S.R.K. Vidyalaya Colony, Coimbatore.
• Mason, H., & Stephen McCall, S.(2003) . Visual Impairment – Access to Educationfor Children and Young people. David Fulton Publishers, London.
• Mukhopadhyay, S., Mani, M.N.G., RoyChoudary, M., &Jangira, N.K. (1988).Source Book for Training Teachers of Visually Impaired. NCERT, New Delhi.
• Punani, B., &Rawal, N.(2000). Handbook for Visually Impaired. Blind Peoples'Association, Ahmedabad.
• Scholl, G. T. (1986). Foundations of the education for blind and visually handicappedchildren and youth: Theory and Practice. AFB Press, New York.
• Sharma, R. A. (2011). Curriculum development and instruction. R. Lall Book Depot,Meerut.
• Vijayan, P., &Gnaumi, V. (2010). Education of children with low vision.Kanishka Publication, New Delhi.
• Welsh, R., &Blasch, B. (1980). Foundation Orientation &Mobility.AFB, New York.

Suggested Readings

• Ashcroft, S. C., & Henderson, F. (1963). Programmed Instruction in Braille.StanwickHouse, Pittsburgh.
• Barraga, N. C. (1986). 'Sensory Perceptual Development'.in: G.T. Scholl (ed.)Foundations of the education for blind and visually handicapped children and youth:Theory and Practice. AFB Press, New York.
• National Curriculum Framework .(2005). Position paper National focus group in Education of Children with Special needs. NCERT,New Delhi.
• Status of Disability in India. (2012). Rehabilitation Council of India, New Delhi.
• Hodapp, R. M. (1998). Developmental and disabilities: Intellectual, sensory and motor impairment. Cambridge Uni. Press, New York.
• The expanded Core Curriculum. (2013). Retrieved from http: // www.afb.org
• Wright, L. (2013). The Skills of Blindness: What should students know and whenstudents know. Retrieved from http:// www.lofob.org

Semester – II

COURSE-BSE-206: DISABILITY SPECIALISATION (VISUAL IMPAIRMENT) (PRACTICAL)

Course: -BSE-206 **Credits: 02**

Hours: 60 **Marks: 50**

(External-40+Internal-10)

Note: The evaluation will be done jointly by the two examiners (one internal and one external).

Course Outcomes

After completing the course student-teachers will be able to

- read, write and use of Bharti Hindi Braille &the basic Braille Mathematical signs
- Operate numbers on Taylor frame.
- Write Algebric expressions on Taylor frame.

Sr. No	Task for the student teacher	Disability focus	Educational settings	Specific activities	Hrs. (60)	Marks
1	Learning of Braille	VI	Department of Education, KUK	1. Bharati Hindi orRegional Braille	30	25
				2. Braille Mathematical sign for: Numericindicator, basicoperations, simplefraction and brackets	15	25
2	Learning the use of Assistive Devices	VI	Department of Education, KUK	Taylor Frame: BasicOperationusingarithmetic and algebraic types	15	
GRAND TOTAL						50

BSEOE-I

Open Elective Course B.Ed. (Spl. Edu.) V.I. IInd Sem.

Introduction to Inclusive Education

Credits: 02 **Maximum Marks: 50**

Examination Duration: 2:00 Hours **External Marks: 40**

Internal Marks: 10

Note: The candidate will be required to attempt three questions out of which question number one (short-answer type question) will be compulsory, carry four marks each. The candidate will be required to attempt remaining two question i.e. one from each unite, carry sixteen marks each

Introduction

The course is designed to develop an understanding about inclusive education and addressingdiversity in the mainstream classroom. It is also formulated in a way that the learners will knowthe pedagogical practices and recognises ways in which different stakeholders can collaborate forthe success of inclusive education.

Course Outcomes

After undergoing the course the students will be able to:-

- Apprise the concept of Inclusive Education, Mainstreaming and integrated Education
- Understand the Principles and Models of Inclusive Education
- Explain the barriers of Inclusive Education
- Explain the roles and responsibilities of stakeholders for inclusive education of CWSN
- Explain various issues regarding advocacy and leadership for Inclusive education
- Expound strategies for collaborative working and stakeholders' support in implementing inclusive education

Unit 1:

Introduction to Inclusive Education

- Marginalization vs. Inclusive education – Meaning and definition.
- Historical perspectives on education of children with diverse needs.
- Difference – Mainstreaming, Integrated education and Inclusive education.
- Principles, Intervention and Models of inclusive education
- Advantages and Barriers of inclusive education

Unit 2:

Supports and collaborations for Inclusive Education

- Stakeholders of Inclusive Education & Their Responsibilities
- Advocacy & Leadership for Inclusive Education
- Family Support ad Involvement for Inclusion
- Community Involvement for inclusion
- Resource Mobilization for Inclusive Education

References

Ahuja, A &Jangira, N.K. (2002.) Effective teacher training: Cooperative learning based approach. New Delhi: National Publishing House.

Ashman, A &Elkinsa, J. (2002) Educating children with special needs. French Forest, NSW: prentice Hall.

Barlett, L.D. &Weisentein, G.R. (2003). Successful inclusion for educational leaders. New jersey: Prentice Hall.

Berdine,W. H., & Blackhurst, A.K. (1985). An Introduction to Special Education, Boston: Harper Collins

Chaote J.S. (1991) Successful mainstreaming. London: Allyn and Bacon.
Chaote J.S. (1991) Successful mainstreaming. London: Allyn and Bacon.

Evans, P & Verma, V (Eds) (1990) Special education: Past, present and future. London: The Falmer Press

Gearheart, B.R., Ruiter, J.A., &Sileo, T.W. (1988). Teaching Mildly and Moderately Handicapped Students. New Delhi: Prentice Hall of India

GOI (1992). Scheme of Integrated Education for the disabled. 1992: New Delhi: MHRD

Hallahan D.P.,& Kauffman, J. M. (2000). Exceptional learners: An introduction to special Education, Boston: Allyn & Bacon

Hewett, F.M., &Forness S.R, (1984). Education of Exceptional Learner. MA: Allyn & Bacon

Kirk, S. A., & Gallagher, J.J. (2000). Education of Exceptional Children. Boston: Houghton Mifflin

Kundu, C.L.,Singh, J. P., & Ahluwalia, H.P.S. (2005). Accredited institutions of Rehabilitation Council of India. New Delhi: RCI

Loreman, T., Deppler, J., & Harvey, D. (2005). Inclusive Education: A Practical Guide to Supporting Diversity in the classroom, NY: Routeledge Falmer

Mohapatra, C.S. (Ed) (2004). Disability management in India: Challenges and commitments Secunderabad: NIMH

MSJ &E(1995). Persons with Disabilities Act- 1995, New Delhi: Government of India http//socialjustice.nicin/policiesacts

Muricken, Jose S.J. &Kareparampil, G (1995). Persons with disabilities in society: Trivandrum: Kerala Federation of the Blind.

Rao, I., Prahladrao,S., & Pramod, V. (2010). Moving away from Labels, Bangalore: CBR network (South Asia)

Singh, J. P., &Dash , M. K. (2005). Disability Development in India, New Delhi: RCI

WHO (1980). International Classification of Impairments. Disabilities and Handicaps, Geneva: WHO

WHO (2001). ICF: International Classification of Functioning, Disability and Health. Geneva: WHO

SEMESTER–III B.ED. Spl. Ed. (V.I)

Introduction to course for semester-III

Course	Course title	Credits	Internal assessment	External assessment	Total marks	Duration of Exam
BSE-301	Educational Intervention and Teaching Strategies	4	20	80	100	3 hours
BSE-302	Technology and Education of the visually impaired	4	20	80	100	3 hours
BSE-303	Psycho Social and Family Issues	2	10	40	50	1.5 hours
BSE-304	Practical: Disability Specialization	4	20	80	100	
BSE-305	Main disability special school (Related to VI)	4	20	80	100	
BSE-306	Reading and Reflecting on Texts (EPC)	2	10	40	50	1.5 hours
BSE-307	Performing and Visual Art (EPC)	2	10	40	50	1.5 hours
BSE OE -II	Open Elective: Inclusive Education: Policies and Legislative Provisions	2	10	40	50*	2 Hours
GRAND TOTAL		**22**	**110**	**440**	**550**	

*** There will be no addition of credits and marks in Open Elective paper in Grand Total of the semester-III.**

COURSE-BSE-301: INTERVENTION AND TEACHING STRATEGIES

Course: BSE-301 **Credits: 04**

Contact Hours: 60 **Marks: 100**

Time of Examination: 3 Hours **(External-80+Internal-20)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

This course builds on the pedagogy courses presented under A4 and A5 of the present B.Ed. curriculum. It prepares the student-teachers to transact lessons in various school-subjects for children with visual impairment. For this purpose, the required intervention and teaching techniques and skills are highlighted. The student-teachers, it is hoped, will find the course highly stimulating, as it will enable them to help blind and low vision students to cope effectively with the challenges of curriculum transaction, at par with their sighted peers.

Course Outcomes

After completing the course student-teachers will be able to

• *differentiate between Methods, Approaches and Strategies.*

•*explain various theoretical perspectives related to intervention & role of special educators in Intervention.*

• *understand and apply the various teaching strategies in classroom for visually impaired children.*

• *demonstrate techniques of teaching Mathematics to visually impaired children.*

•*acquire necessary competencies for teaching Mathematics and assessment of the learners with special reference to children with visual impairment.*

•*acquire necessary skills for teaching science and Social Science and assessment of the learners with special reference to children with visual impairment.*

• *acquire and apply necessary skills for adapting TLM in Science &Social science*

•*assess the learners with special reference to children with visual impairment in Mathematics, Science and social Science.*

• *understand the various Techniques and skills for developing competencies related to Reading-Writing and Mobility for low vision children*

• *describe the process of assessment visual efficiency children with low vision.*

• *understand and apply the skills of Classroom management for children with low vision.*

Unit 1: Theoretical Perspectives

1.1 Difference among Methods, Approaches and Strategies

1.2 Intervention – Concept, Scope and Importance

1.3 Intervention for lately blinded students – Role of Special teachers/educators

1.4 Mediated teaching-learning – Concept, Need and Procedure

1.5 Enriched teaching for Concept development: Converting visual concepts into accessible experiences

Unit 2: Mathematics

2.1 Coping with Mathematics phobias

2.2 Conceptualization of Mathematical ideas – Processes and Challenges for Children with Visual Impairment
2.3 Preparation and Use of tactile materials
2.4 Mental arithmetic abilities – Concept, Importance and Application
2.5 Evaluation procedures with special reference to the Needs of Children with Visual Impairment

Unit 3: Science

3.1 Providing first-hand experience in the class and the school environment
3.2 Inclusive/collaborative learning for laboratory work
3.3 Science Teaching Learning Materials and Equipment: i) Preparation and use of TLM, ii) Locating and procuring Science equipment
3.4 Problem solving and Learning by doing approach for Visually Impaired students
3.5 Evaluation procedure with particular reference to Practicals and Adaptations in Examination questions

Unit 4: Social Science

4.1 Techniques of preparation and presentation of adapted Tactile maps, Diagrams, and Globe
4.2 Procuring, adapting and use of different types of models
4.3 Organizing field trips
4.4 Teaching Skills: Dramatization, Narration, Explanation, Story-telling, and Role play
4.5 Evaluation of concepts and skills in social science with particular reference to Geography

Unit 5: Teaching of Children with Low Vision

5.1 Visual Stimulation: Concept and Procedure
5.2 Selection of an appropriate medium of reading and writing
5.3 Techniques and procedures for developing reading and writing skills
5.4 Orientation and Mobility for low vision children
5.5 Classroom management – Seating arrangement, adjustable furniture, illumination, non-reflecting surfaces and colour contrast

Course Work / Practical / Field Engagement

• Prepare and use two teaching learning materials for teaching Maths/ Science/ Social Science.
• Prepare a short concept paper (about 500 words) on developing a science laboratory for the visually impaired students.
• Functionally assess the vision of a low vision child and plan a teaching programme.

Essential readings:

• Bourgeault, S. E. (1969). The Method of Teaching the Blind : The Language Arts.American Foundation for the Overseas Blind ,Kuala Lumpur.
• Chapman, E. K. (1978). Visually Handicapped Children and Young People. Routledge, London.
• Fernandez, G., Koening. C., Mani. M.N.G., & Tensi. S. (1999). See with the Blind. Books for Change, Banglalore.
• Jackson, J. (2007). Low Vision Manual. Edingurgh: Butterworth Heinemann/Elsevier, Edingurgh.
• Jose, R. (1983). Understanding Low Vision. American Foundation For The Blind.
New York.
• Kauffman, J.M., & Hallahan, D.P. (1981). Handbook of Special Education. PrenticeHall, New Delhi.
• Lowenfeld, B. (1973). The Visually Handicapped Child in School. John DayCompany, New York.
• Lydon, W. T., & McGraw, M. L. (1973). Concept Development for VisuallyHandicapped Children. AFB, New York.

• Mangal. S. K. (2007). Educating exceptional children-an introduction to specialeducation. PHI learning Pvt. New Delhi.
• Mangal, S. K. (2011) Educating Exceptional Children: An Introduction to Special Education. PHI Learning Pvt. Ltd., New Delhi.
• Mani. M. N. G. (1997). Amazing Abacus. S.R.K. Vidyalaya Colony, Coimbatore.
• Mani, M. N. G. (1992). Techniques of Teaching Blind Children. Sterling PublishersPvt. Ltd. New Delhi.
• Macnaughton, J. (2005). Low Vision Assessment. Butterworth Heinemann/ Elsevier, Edingurgh.
• Mason, H., & McCall, S. (2003). Visual Impairment – Access to Education forChildren and Young people. London: David Fulton Publishers.
• Mukhopadhyay, S., Mani, M.N.G., Roy Choudary, M., & Jangira, N.K. (1988).Source Book for Training Teachers of Visually Impaired. New Delhi: NCERT.
• Macnaughton, J. (2005). Low Vision Assessment. Butterworth Heinemann /Elsevier, Edingurgh.
• Niemann, S., & Jacob, N. (2009). Helping Children who are Blind. The HesperianFoundation, California.
• Punani, B., & Rawal, N.(2000). Handbook for Visually Impaired. Blind Peoples'Association, Ahmedabad.
• Scholl, G.T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
• Vijayan, P.., & Gnaumi, V. (2010). Education of children with low vision. KanishkaPublication, New Delhi.

Suggested Readings:

• Agrawal, S. (2004). Teaching Mathematics to Blind Students through ProgrammedLearning Strategies. Abhijeet Publication, Delhi.
• Hodapp, R. M. (1998). Developmental Disabilities: Intellectual, Sensory and MotorImpairment. Cambridge University Press, New York.
• Kelley, P., & Gale, G. (1998). Towards Excellence: Effective Education for Students with Vision Impairments.North Rocks Press, Sydney.
• Mangold, S. S. (1981). A teachers' Guide to the Special Education needs of Blind and Visually handicapped Children. New York: AFB
• Pandey, V. P. (2004). Teaching of mathematics.Sumit Publiication, New Delhi.
• Status of Disability in India. (2012). Rehabilitation Council of India, New Delhi.

COURSE-BSE-302: TECHNOLOGY AND EDUCATION OF THE VISUALLY IMPAIRED

Course: BSE-302 **Credits: 04**
Contact Hours: 60 **Marks: 100**
Time of Examination: 3 Hours **(External-80+Internal-20)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

Technology in the form of adaptive and assistive devices plays a crucial role in the education of the visually impaired. This course brings into sharp focus the need and importance of such technologies both for the practicing teachers and the visually impaired learners. While highlighting the significance of addressing the users point of view/feedback and involving mainstream professionals in developing required technologies, the course also dwells upon on how best students with visual impairment get access to the printed text/material. The course also acquaints the student-teachers with various devices for making the teaching learning process for important school subjects meaningful, exciting and rewarding for all concerned. The educational needs of children with low vision and related technological perspectives are addressed, too, along with critical contributions of computer-aided learning and interventions. In short, the course focuses on making transaction of curriculum for blind and low vision students, a really enjoyable and worthwhile experience. It needs to be studied in conjunction with course Code C14 of the curriculum.

Course Outcomes

After completing the course student-teachers will be able to

• *relate the concept and nature of educational technology and ICT to the education of children with visual impairment.*

• d*ifferentiate between Educational Technology and Technology in Education.*

• *understandabout the various ICT and UN Conventions on the Rights of Persons with Disabilities.*

•*acquire knowledge of the concept and nature of adaptive technology and explain underlying principles and techniques.*

•*understand and apply the concept of Universal/Inclusive Design in classroom.*

•*get familiar with technologies for print-access for children with visual impairment.*

•*describe and use different technologies for teaching low vision children as also various school subjects.*

•*discuss and apply the skills to use the various adaptive strategies related to Mathematics, Science and Social science.*

•*demonstrate understanding of computer-based teaching-learning processes.*

•*acquire knowledge about various adaptations to convert a regular class-room in to e-classroom.*

Unit 1: Introducing Educational and Information Communication Technology

1.1 Educational Technology-Concept, Importance, and Scope

1.2 Difference between Educational Technology and Technology in Education
1.3 Special Significance and Goals of Technology for the Education of children with Visual Impairment
1.4 Information and Communication Technology (ICT) - Concept and Special Significance for teaching-learning of the visually impaired
1.5 ICT and the UN Convention on the Rights of Persons with Disabilities.

Unit 2: Adaptive Technologies

2.1 Concept and Purposes
2.2 Basic Considerations--Access, Affordability, and Availability
2.3 Addressing User's Perspectives in Developing Adaptive Technologies
2.4 Roles of IIT's and the Scientific Community;
2.5 Universal/Inclusive Design - Concept, Advantages, and Limitations.

Unit 3: Access to Print for the Visually Impaired

3.1 Screen Readers with Special Reference to Indian Languages; Magnifying Software, and Open Source Software.
3.2 Braille Notetakers and Stand-alone Reading Machines
3.3 Braille Translation Software with Particular reference to Indian Languages and Braille Embossers
3.4 On-Line Libraries and Bookshare
3.5 Daisy Books, Recordings, and Smart Phones.

Unit 4: Assistive Technologies for the Visually Impaired with Reference to School Subjects and Low Vision

4.1 Mathematics: Taylor Frame, Abacus, Geo Board, Algebra and Maths Types,Measuring Tapes, Scales, and Soft-wares for teaching Maths.
4.2 Science: Thermometers, Colour Probes, Scientific and Maths Talking Calculators, Light Probes, and Weighing scales and Soft-wares for teaching Science.
4.3 Social Science: Tactile/Embossed Maps, Charts, Diagrams, Models of Different Types, Auditory Maps, Talking compass, and GPS
4.4 Low vision devices: Optical, Non-Optical and Projective
4.5 Thermoform and Swell Paper technology and Softwares for developing tactile diagrams

Unit 5: Computer-Aided Learning

5.1 Social Media
5.2 Creation of Blogs
5.3 Tele-Conferencing
5.4 Distance Learning and ICT
5.5 e-Classroom: Concept and Adaptations for Children with Visual Impairment

Course Work / Practical / Field Engagement

Any three of the following

• Prepare a list of devices for Mathematics and Science available for the visually impaired in one special school and one inclusive school
• Write a short list of hints and suggestions you will offer to the scientific community for motivating them to develop adaptive technologies for the visually impaired
• Make a short report (in about 500 words) on the advantages and limitations as well as sources of availability in respect of any print-access technology indicated in Unit 3 above.

• Make a case study of a student with low vision at the secondary stage, indicating clearly his educational needs and how you can address them

• Prepare a report on the possibilities and prospects available for the visually impaired students through the use of computers

• Prepare a short note (in about 400 words) on various aspects of a classroom and how it could be made accessible to the visually impaired

Essential Readings

• Biwas, P. C. (2004). Education of children with Visual Impairment: in inclusive education. Abhijeet Publication, New Delhi.

• Bourgeault, S. E. (1969). The Method of Teaching the Blind: The Language Arts,Kuala Lumpur: American Foundation for the Overseas Blind.

• Chaudhary, M. (2006). Low Vision Aids. Japee Brothers, New Delhi.

• Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.

• Mani. M.N.G. (1997).Amazing Abacus. Coimbatore: S.R.K. Vidyalaya Colony.

• Mukhopadhyay, S., Mani, M.N.G., Roy Choudary, M., & Jangira, N.K. (1988).Source Book for Training Teachers of Visually Impaired. New Delhi: NCERT.

• Proceedings: Asian Conference on Adaptive technologies for the Visually Impaired(2009). New Delhi: Asian Blind Union

• Punani, B., & Rawal, N. (2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.

• Scheiman, M., Scheiman, M., & Whittaker, S. (2006). Low Vision Rehabilitation: a practical guide for occupational therapists. Thorefore Slack Incorp, New Jersy.

• Scholl, G. T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.

• Singh, J. P. (2003). Technology for the Blind: Concept and Context. Kanishka Publication, New Delhi.

• Vijayan, P., & Gnaumi, V. (2010). Education of Children with low Vision. Kanishka Publication, New Delhi.

Suggested Readings

• Fatima, R. (2010). Teaching aids in mathematics; a handbook for elementary teachers. Kanishka Publication, New Delhi.

• Hersh, M.A., & Johnson, M. (2008). Assistive Technology for Visually Impaired and Blind People. Springer, London.

• Sadao, K. C., & Robinson, N. B. (2010). Assistive Technology for young children: creating inclusive learning environments.Paul H Brooks, Baltimore.

COURSE-BSE-303:PSYCHO SOCIAL AND FAMILY ISSUES

Course: BSE-303

Credits: 02

Contact Hours: 30 **Marks: 50**

Time of Examination: 1.5 Hours **(External-40+Internal-10)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

Children with Visual Impairment belong to families. It is important to explore family backgrounds and their influence on how visually impaired are perceived and how children perceive themselves, and how they behave in consequence. The learners need to develop an insight into the plethora of emotions the family goes through at the birth of a special child, the challenges they face throughout the life of the visually impaired, and the roles and responsibilities of the family and the community.

Course Outcomes

After completing the course student-teachers will be able to

• *describe the effect of birth of a child with visual impairment on the family.*

• l*earn about role of family, Siblings and extended family in early intervention and concept development of visually impaired child.*

• *analyze the role of family and parental concerns related to their child with visual impairment from birth to adulthood.*

• *learn and apply skills in planning Education for a visually impaired child.*

• *understand the role of parents and professionals in developing IEP, ITP, IFSP.*

• *explain the role of parent community partnership in the rehabilitation of a person with visual impairment.*

• *discuss about the various Legal provisions and concessions provided to children with visual impairment.*

• *understand the concept of Rehabilitation of Children with Visual Impairment.*

• *develop different skills to empower families in meeting the challenges of having a child with visual impairment.*

Unit 1: Family of a Child with Visual Impairment

1.1 Birth of a child with visual impairment and its effect on parents and family dynamics

1.2 Parenting styles: Overprotective, Authoritative, Authoritarian and Neglecting

1.3 Stereotypic attitudes related to visual impairment and attitude modification

1.4 Role of family in Early stimulation, Concept development and Early intervention

1.5 Role of siblings and extended family

Unit 2: Parental Issues and Concerns

2.1 Choosing an educational setting

2.2 Gender and disability

2.3 Transition to adulthood: sexuality, marriage, and employment

2.4 Parent support groups

2.5 Attitude of professionals in involving parents in IEP and IFSP

Unit 3: Parental Involvement in Educational Planning

3.1 IEP

3.2 ITP

3.3. IFSP

3.4 Attitude of professionals in involving parents in IEP, ITP, IFSP

Unit 4: Rehabilitation of Children with Visual Impairment

3.1 Concept of habilitation and rehabilitation

3.2 Community Based Rehabilitation (CBR) and Community Participatory Rehabilitation (CPR)

3.3 Legal provisions, concessions and advocacy

3.4 Vocational rehabilitation: need and challenges

3.5 Issues and challenges in rural settings

Unit 5: Meeting the Challenges of Children with Visual Impairment

4.1 Enhancing pro-social behaviour

4.2 Stress and coping strategies

4.3 Recreation and leisure time management

4.4 Challenges of adventitious visual impairment

4.5 Soft skills and social skills training

Course Work/ Practical/ Field Engagement (Any Two)

• Interview family members of three children with visual impairment (congenital/ adventitious and blind, low vision and VIMD) and analyze their reactions and attitude towards the child

• Prepare and present a list of activities how parents, siblings, and grandparents can be engaged with the child with visual impairment

• Prepare charts/ conduct street plays/ make oral presentations to remove myths related to visual impairment

• Visit schools for the visually impaired and make presentations before the parents on Government concessions and auxiliary services available

Essential Readings

• Bhandari, R., & Narayan, J. (2009).Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. India: Voice and vision.

• Hansen, J. C., Rossberg, R.H., & Cramer,S.H. (1994). Counselling Theory and Process. Allyn and Bacon: USA

• Lowenfeld, B. (1969). Blind children learn to read. Springfield: Charles C. Thomas.

• Lowenfeld, B. (1973).Visually Handicapped Child in School; New York: American Foundation for the Blind.

• Lowenfeld, B. (1975). The Changing Status of the Blind from Separation toIntegration.Springfield: Charles C. Thomas.

• Mani, M. N. G. (1992). Techniques of Teaching Blind Children. New Delhi: Sterling publishers Pvt. Ltd.

• Narayan, J., & Riggio, M. (2005). Creating play environment for children. USA: Hilton/ Perkins.

• Shah, A. (2008). Basics in guidance and Counselling. New Delhi:Global Vision Publishing House.

• Smith, D. D., & Luckasson, R. (1995). Introduction to Special Education – Teaching in an age of Challenge.(2Ed).USA: Allyn & Bacon.

Suggested Readings

• Bhan, S. (2014). Understanding learners-A handbook for teachers. Prasad Psycho Corporation, New Delhi.

• Early Support for children, young people and families (2012). Information aboutVisual Impairment, Retrieved from http://www.ncb.org.uk/media/875236/earlysupportvisimppart1final.pdf
• Kundu, C. L. (2000). Status of Disability in India. New Delhi: RCI.
• Lowenfeld, B. (1971). Psychological problems of children with impaired vision, Prentice-Hall.

COURSE-BSE-304:DISABILITY SPECIALISATION(PRACTICAL)

Course: BSE-304 **Credits: 04**

Contact Hours: 120 **Marks: 100**

Note: There will be two examiners-one internal and other external-for the evaluation of students.

Course Outcomes

After completing the course student-teachers will be able to

- read and write standard English Braille
- Learn the use of different Mathematical Braille signs.
- Operate numbers on Abacus.

Sr. No	Tasks for the Student-teachers	Educational setting	Disability Focus	Specific Activity	Hrs	Marks
1.1	Reading and writing of standard English braille	Department of Education,KUK	VI	1. Reading and writing English Braille text. Transcription from print to Braille and vice versa(Grade II)	60	50
				2. Braille Mathematics Code: Radicals, fraction (Mixed, complex and hyper complex), sign and symbols of comparison, Shape signs, Greek letters, indices, set, symbols, trigonometric functions	30	25
				3. Abacus and Geometric kit	30	25

COURSE-BSE-305: MAIN DISABILITY SPECIAL SCHOOL(Related to VI)
(FIELD WORK)

Course: BSE-305

Credits: 04

Contact Hours: 120 **Marks: 100**

Note: The evaluation will be done jointly by the two examiners (one internal and one external).

Course Outcomes

After completing the course student-teachers will be able to

- Prepare the Lesson plan for teaching students with Visual Impairment in special schools.
- Prepare TLM for teaching students with Visual Impairment in special schools
- develop the skills of Classroom teaching in Special School for Visually Impaired Children

Sr.No.	Tasks for the Student teachers	Disability Focus	Educational Set Up	No. of Lessons
1	Classroom Teaching	VI	Special schools for VI	Minimum 90 school periods

COURSE-BSE-306: READING AND REFLECTING ON TEXTS (EPC)

Course: BSE-306 **Credits: 02**

Contact Hours: 30 **Marks: 50**

Time of Examination: 1.5 Hours **(External-40+Internal-10)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

One of the core areas that schools focus upon is age appropriate and fluent literacy skills. Hence, aspirant graduates who intend to make career in education must be good readers and good writers (in literally sense). Due to several reasons a student teacher like you may not have adequate skills, interest and motivation for reading and writing. Here is a skill based and activity oriented course designed to give you an opportunity to look at reading writing seriously, relearn it as a professional activity, apply it for students with special needs and enjoy it like never before.

Course Outcomes

After completing the course student-teachers will be able to

• *reflect upon current level of literacy skills of the self.*

• *learn and apply the skills in using Braille.*

• *show interest and begin working upon basic skills required to be active readers in control of own comprehension.*

• l*earn strategies to develop readingand Reading Comprehension skillsin primary level students with disability.*

• *show interest and begin working upon basic skills required to be independent writers understanding adequate intent, audience and organization of the content.*

• *prepare self to facilitate good reading writing in students across the ages.*

• d*istinguish between the various elements of writing process(Content, Language and Surface Mechanics).*

• *find reading writing as learning and recreational tools rather than a course task.*

Unit 1: Reflections on Literacy

1.1 Literacy and Current University Graduates: Status and Concerns

1.2 Role of Literacy in Education, Career and Social Life

1.3 Literacy, Thinking and Self Esteem

1.4 Literacy of Second Language/ English: Need and Strategies

1.5 Basic Braille Literacy

Unit 2: Reflections on Reading Comprehension

2.1 Practicing Responses to Text: Personal, Creative and Critical

2.2 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making

2.3 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies

2.4 Basic Understanding of Reading Comprehension of Children with Disabilities

Unit 3: Skill Development in Responding to Text

3.1 Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing

3.2 Practicing Responding to Text (Using The Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description)

3.3 Practicing Responding to Text (Using the Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)

3.4 Practicing Web Search, Rapid Reading and Comprehensive Reading

Unit 4: Reflecting Upon Writing as a Process and Product

4.1 Understanding writing as a Process: Content (Intent, Audience and Organization)

4.2 Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling)

4.3 Understanding writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)

4.4 Practicing Self Editing and Peer Editing of Sample Texts

4.5 Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness

Unit 5: Practicing Independent Writing

5.1 practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories

5.2 Practicing Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking

5.3 Practicing Converting Written Information into Graphical Representation

5.4 Practicing Filling up Surveys, Forms, Feedback Responses, Checklists

5.5 Reflections on the Course: From Theory to Practice to Initiating Process to Improve Self

Course Work/ Practical/ Field Engagement

• Have a peer editing of independently written essays and discuss your reflections upon this experience

• Prepare a feedback form for parents and for teachers focussing on differences in the two forms due to different intent and audience

• Develop a short journal of graphical representation of 3 newspaper articles on school education using the options given in 2.4

• Visit a book store for young children, go through the available reading material including exercise books, puzzles. etc. and make a list of useful material for developing early literacy skills

Essential Readings

• Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). Becoming a Nation ofReaders: The report of the commission on reading. Washington, DC: National Institute of Education and the Center for the Study of Reading.

• ASER report of 2015: Pratham Publication

• May, F. B. (2001). Unravelling the seven myths of reading. Allyn and Bacon: Boston

• McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading*. Heinemann Educational Books.

• Tovani, C., & Keene.E.O. (2000). *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*. Stenhouse Publishers

• Soundarapandian, M. (2000). Literacy campaign in India. Discovery PublishingHouse: New Delhi.

Suggested Readings

• Aulls, M. W. (1982). Developing readers in today's elementary school. Allyn andBacon: Boston

• Baniel, A. (2012). Kids beyond limits. Perigee Trade: New York

• McCormick, S. (1999). Instructing students who have literacy problems.(3rd) Merrill: New Jersy
• Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: SeveralKey Findings. *IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA).*
• Frank, S. (1985). Reading without Nonsense. Teachers College Press, New York.
• Gallangher.K. (2004). *Deeper Reading: Comprehending Challenging Texts*.Stenhouse Publishers
• Heller, R. (1998). Communicate clearly. DK Publishing: New York.
• Luetke-Stahlman, B., & Nielsen, D. (2003). Early Literacy of Kindergartners withHearing Impairment. *High Beam*
• May, F. B. (1998). Reading as communication. Merrill: New Jersy
• Miller. D. (2002). *Reading With Meaning: Teaching Comprehension in the PrimaryGrades.*Stenhouse Publishers, New York.
• Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). Communicative languageteaching in English.Nityanutan Prakashan, Pune.
• Paul, P. V. (2009). Language and Deafness. Jones and Bartlett: Boston

COURSE-BSE-307: PERFORMING AND VISUAL ARTS (EPC)

Course: BSE-307

Credits: 02

Contact Hours: 30 **Marks: 50**

Time of Examination: 1.5 Hours **(External-40+Internal-10)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

India has an excellent historical backdrop as well as contemporary talents in the field of art. However, it is debatable whether the same has been translated into our school system effectively. Do most of our students get exposure to a variety of activities involving knowing, exploring and appreciating art? Most probably they do not. It is time that we take a fresh look at what art education is and what role it plays in school education. More than anything, art education is also expected to enhance learning. And do teachers know how to go about it to achieve it? Here is an opportunity to facilitate the art within you which in turn will reflect art in within students. For a student-teacher with disability appropriate learning alternatives are to be given by the college. For example, a candidate with blindness must get alternative learning opportunities and evaluative tasks for visual art or a candidate with deafness for music art – if and when needed.

Course Outcomes

After completing the course student-teachers will be able to

• *exhibit Basic understanding in art appreciation, art expression and art education.*

•*understand the various emerging expression of art.*

• *discuss about the variousactivities of Dance, Music, Drama, Visual Arts, Media and Electronic Arts.*

• e*xhibit skills related to Dance, Music, Drama, Visual Arts, Media and Electronic Arts to enhance learning.*

• *plan and implement facilitating strategies for students with and without special needs.*

• *discuss the adaptive strategies of artistic expression.*

• *discuss how art can enhance learning for children with and without special needs.*

Unit 1: Introduction to art Education

1.1 Art and art education: Meaning, scope and difference

1.2 Artistic expression: Meaning and strategies to facilitate

1.3 Art therapy: Concept and application to students with and without disabilities

1.4 Linking Art Education with Multiple Intelligences

1.5 Understanding emerging expression of art by students

Unit 2: Performing Arts: Dance and Music

2.1 Range of art activities related to dance and music

2.2 Experiencing, responding and appreciating dance and music

2.3 Exposure to selective basic skills required for dance and music

2.4 Dance and Music: Facilitating interest among students: planning and implementing activities

2.5 Enhancing learning through dance and music for children with and without special needs: Strategies and Adaptations

Unit 3: Performing Arts: Drama

3.1 Range of art activities in drama
3.2 Experiencing, responding and appreciating drama
3.3 Exposure to selective basic skills required for drama
3.4 Drama: Facilitating interest among students: planning and implementing activities
3.5 Enhancing learning through drama for children with and without special needs: strategies and adaptations

Unit 4: Visual Arts

4.1 Range of art activities in visual arts
4.2 Experiencing, responding and appreciating visual art
4.3 Exposure to selective basic skills in visual art
4.4 Art education: Facilitating interest among students: planning and implementing activities
4.5Enhancing learning through visual art for children with and without special needs: strategies and adaptations

Unit 5: Media and Electronic Arts

5.1 Range of art activities in media and electronic art forms
5.2 Experiencing, responding and appreciating media and electronic arts
5.3 Exposure to selective basic skills in media and electronic arts
5.4 Media and electronic arts: Facilitating interest among students: planning and implementing activities
5.5 Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations

Course Work/ Practical/ Field Engagement

• 'hot seating' activity for historical / contemporary personalities wherein students play the role of that personality to advocate his/her opinions/decisions/thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh etc)
• Portfolio submission of the basic skills exposed in any one of the art forms of choice
• Write a self reflective essay on how this course on art will make you a better teacher
• Learn and briefly explain how music notations are made. Submit a brief report OR learn and explain the concept of composition in visual art. Submit a brief report. OR make and submit a sample advertisement for a product OR Learn Mudras of a classical dance forms and hold a session for the students on that. Submit photo report of the same OR Carry out web search on Indian sculpture and submit a brief compilation
• Observe an art period in a special school and briefly write your reflections on it

Essential Readings

• Finlay, Victoria. The brilliant History of Color in Art. Getty Publications, China.
• Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA
• Vaze, Pundalik. (1999). How to Draw and Paint Nature. Jyosna Prakashan: Mumbai
• Ward, Alan. (1993) Sound and Music. Franklin Watts: New York.

Suggested Readings

• Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York
• Beyer, E. London. (2000). The arts, popular culture and social change
• Efland, A. D. (1990). *A history of Art Education: Intellectual and social currents in teaching the visual arts*. New York, NY: Teachers College Press.
• Gair, S. B. (1980). Writing the arts into individualized educational programs. *ArtEducation*, *33*(8), 8–11
• Greene, S., & Hogan, D. (2005).Researching children's experience. Sage Publication: London
• Heller, R. (1999). Effective Leadership. DK Publishing: New York.

• Lewiecki-Wilson C. & B. J. Brueggemann (Eds.), Disability and the teaching of writing: A critical sourcebook. Boston, MA: Bedford/St. Martin's.
• Nyman, L.& A. M. Jenkins (Eds.), *Issues and approaches to art for students with special needs* (pp. 142 154). Reston, VA: National Art Education Association.

BSE OE-II

Open Elective Course B.Ed. (Spl. Edu.) V.I. IIIrd Sem.

Inclusive Education: Policies and Legislative Provisions

Credits: 02 **Maximum Marks: 50**
Examination Duration: 2:00 Hours **External Marks: 40**
Internal Marks: 10

Note: The candidate will be required to attempt three questions out of which question number one (short-answer type question) will be compulsory, carry four marks each. The candidate will be required to attempt remaining two question i.e. one from each unite, carry sixteen marks each

Introduction

The course is designed to develop an understanding about inclusive education polices and legislative provisions at national and International Level. It is also formulated in a way that the learners will knowvarious national and international declarations, proclamations and affirmations with reference to children with special needs.

Course Outcomes

After undergoing/completion of the course the students will be able to:-

- Describe various policies and legislative provisions with reference to children with special needs (CWSN)
- Understand various national declarations, proclamations and affirmations for special needs
- Describe the provisions of PWD Act-1995, National Trust 1999 and RPwDs act. 2016
- Explain recent declarations, proclamations and affirmations at International Level
- Describe critically UNESCAP (1992), UNESCO Salamanca Statement (1994) and UNCRPD (2007)
- Explain Dakar Framework for Action (The world Education Forum) (2000) and Biwako Millennium Framework for Action towards inclusion, barrier free, rights-based society

Unit 1:

- **Policies and legislative provisionswith reference to children with special needs (CWSN)-(at National level)**
  - Rehabilitation Council of India Act (1992)
  - Persons with Disabilities Act (1995)
  - National Trust for the Welfare of persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities (2000)
  - National Policy for Persons with Disabilities – 2006
  - The Rights of Persons with Disabilities Act, 2016

Unit 2:

- **Recent Declarations, Proclamations and Affirmations – (at International Level)**
  - UNESCAP (1992)
  - UNESCO Salamanca Statement (1994)
  - Dakar Framework for Action (The world Education Forum) (2000)
  - Individual with Disabilities Education Improvement Act; USA (2004)

- Biwako Millennium Framework for Action towards inclusion, barrier free, rights-based society
- UNCRPD

References

Ahuja, A &Jangira, N.K. (2002.) Effective teacher training: Cooperative learning based approach. New Delhi: National Publishing House.

Ashman, A &Elkinsa, J. (2002) Educating children with special needs. French Forest, NSW: prentice Hall.

Barlett, L.D. &Weisentein, G.R. (2003). Successful inclusion for educational leaders. New jersey: Prentice Hall.

Berdine,W. H., & Blackhurst, A.K. (1985). An Introduction to Special Education, Boston: Harper Collins

Byrne, M. &Shervanian, C. (1977). Introduction to communicative disorder. New York: Harper & Row.

Evans, P & Verma, V (Eds) (1990) Special education: Past, present and future. London: The Falmer Press

Giuliani, G. &Pierangelo , R. (2006). The Big Book of Special Education resources, CA: Corwin Press

Hallahan D.P.,& Kauffman, J. M. (2000). Exceptional learners: An introduction to special Education, Boston: Allyn & Bacon

Hewett, F.M., &Forness S.R, (1984). Education of Exceptional Learner. MA: Allyn & Bacon

Kirk, S. A., & Gallagher, J.J. (2000). Education of Exceptional Children. Boston: Houghton Mifflin

Kundu, C.L.,Singh, J. P., & Ahluwalia, H.P.S. (2005). Accredited institutions of Rehabilitation Council of India. New Delhi: RCI

Longone, B (1990). Teaching retarded Learners: curriculum and methods for improving instruction. Boston: Allyn and Bacon.

Loreman, T., Deppler, J., & Harvey, D. (2005). Inclusive Education: A Practical Guide to Supporting Diversity in the classroom, NY:Routeledge Falmer

Muricken, Jose S.J. &Kareparampil, G (1995). Persons with disabilities in society: Trivandrum: Kerala Federation of the Blind.

Oslon, J.L.,& Platt, J.M. (1996). Teaching the Adolescence with Special Needs, NJ: Prentice Hall

Rao, I., Prahladrao,S., & Pramod, V. (2010). Moving away from Labels, Bangalore: CBR network (South Asia)

WHO (1980). International Classification of Impairments. Disabilities and Handicaps, Geneva: WHOWHO (2001). ICF: International Classification of Functioning, Disability and Health. Geneva: WHO

SEMESTER–IV B.Ed. Spl. Ed. (V.I.)

Introduction to course for semester-IV

Course	Course title	Credits	Internal assess -ment	External assessment	Total marks	Duration of Exam
BSE-401	Skill based Optional Course (Hearing Impairment) ANY ONE* A. Guidance and Counselling(HI) B. Early Childhood and Education (HI) C. Applied Behavioural Analysis(HI) D. Community based Rehabilitation(HI) E. Applications of ICT in Classroom (HI) F. Gender and Disability (HI) G. Braille and Assistive Devices (VI)	2	10	40	50	1.5 hours
BSE-402	Skill based Optional Course (Hearing Impairment) ANY ONE* A. Orientation and Mobility (VI) B. Communication Options: Oralism (HI) C. Communication Options: Manual (Indian Sign Language) (HI)	2	10	40	50	1.5 hours
BSE-403	Basic Research & Statistic(EPC)	2	10	40	50	1.5 hours
BSE-404	Practical: Cross Disability andInclusion	4	20	80	100	
BSE-405	Other disability special school	4	20	80	100	
BSE-406	Inclusive school	4	20	80	100	
GRAND TOTAL		**18**	**90**	**360**	**450**	

*Student-teachers will be specialized in the hearing impairment-other than visual impairment- as per the Area B (Cross Disability and Inclusion) of curriculum framework given by RCI on pg-8. In case of student-teachers with

disability; the choice of two optional courses C-20 & C-21 will be on case to case basis (e.g. students-teachers with VI and HI may opt for courses that are appropriate for them across C-20 &C-21).

COURSE-BSE-401(A): GUIDANCE & COUNSELLING (HEARING IMPAIRMENT)

Course: BSE-401(A) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Time of Examination: 1.5 Hours **(External-40+Internal-10)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Course Outcomes:

After completing this course the student-teachers will be able to

- *explain the concept, aims and importance of Guidance.*
- *describe the Role of Teacher in Guiding Students with Special Needs*
- *explain the concept, aims and importance of Counselling.*
- *enhance their role as a teacher in guiding and counselling of students with special needs.*
- *describe about the concepts of self Image and Self Esteem.*
- *describe the Role of Teacher in developing self-esteem in children with Special Needs.*
- l*earn about the Guidance and Counselling in Inclusive Education.*
- *appreciate the challenges in Group Counselling.*
- *apply the skills of guidance and counselling in classroom situations.*
- *describe the process of development of self-image and self-esteem.*
- *appreciate the types and issues of counselling and guidance in inclusive settings.*

Unit 1: Introduction to Guidance

1.1 Guidance: Definition and Aims
1.2 Need and Importance of Guidance
1.3Areas of Guidance
1.4 Role of Teacher in Guiding Students with Special Needs

Unit 2: Introduction to Counselling

2.1Counselling: Definition and Aims
2.2 Areas of Guidance and Counselling
2.3 Core Conditions in Counselling
2.4 Skills and Competencies of a Counsellor
2.5 Role of Teacher in Counselling Students with Special Needs

Unit 3: Enhancing Self Image and Self Esteem

3.1 Concept of Self as Human
3.2 Understanding of Feelings and Changes
3.3 Growth to Autonomy
3.4 Personality Development
3.5 Role of Teacher in Developing Self-Esteem in Children

Unit 4: Guidance in Inclusive Education

4.1 Guidance in Formal and Informal Situations: Within and Outside Classroom, Vocational Guidance
4.2 Group Guidance: Group Leadership Styles and Group Processes
4.3 Challenges in Group Guidance

Unit 5: Counselling in Inclusive Education

5.1 Current Status of counselling with reference to Indian School

5.2 Types of Counselling: Child-Centred, Supportive, Family

Practicum/ Field engagement

I. Counselling and report writing on a selected case

II. Simulation of a parent counselling session

III. Report of critical observation of a given counselling session

Transaction

The transaction for this course should be done with a perspective to enhance in the studentteachersthe ability to become a "People-helper". They should be able to appreciate the roleof a guide and counsellor in the school setting.

Essential Readings

• Naik, P.S. (2013). Counselling Skills for Educationists. Soujanya Books, New Delhi.

• Nayak, A.K. (1997). Guidance and Counselling. APH Publishing, Delhi.

• Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel andActivities. Soujanya Books, New Delhi.

• Shah, A. (2008). Basics in gGuidance and Counselling. Global Vision PublishingHouse.

• Sharma, V.K. (2005). Education and Training of Educational and VocationalGuidance. Soujanya Books, New Delhi.

Suggested Readings

• Kapunan, R.R. (2004). *Fundamentals of Guidance and Counselling*. Rex PrintingCompany, Phillipines.

• Pal, O.B. (2011). *Educational and Vocational Guidance and Counselling*. SoujanyaBooks, New Delhi.

COURSE-BSE-401(B): EARLY CHILDHOOD AND EDUCATION (HEARING IMPAIRMENT)

Course: BSE-401(B) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Time of Examination: 1.5 Hours **(External-40+Internal-10)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

The course is designed to provide the student-teachers with an insight into developmentalmilestones of typical children. This will enable the learners to understand deviations andstrategies to address them in the critical phase of development. It will also help the learnersunderstand the importance of transitions and its requirements.

Course Outcomes

After undertaking the course the student-teachers will be able to

- *learn about the development in early childhood.*
- *explain about the different types of learning periods in Early years.*
- *understand about the different aspects of education for special students.*
- *explain the biological & sociological foundations of early childhood education.*
- *describe the developmental systems approach and role responsibilities of interdisciplinary teams for early education of children with disabilities.*
- *enumerate the inclusive early education pedagogical practices.*

Unit 1: The Early Years: An Overview

1.1 Facts about Early Childhood Learning & Development

1.2 Neural Plasticity

Unit 2: Learning and Development in Early Years

2.1 Critical Periods of Development of Motor, Auditory, Visual, Linguistic & CognitiveSkills

2.2 Sensitive Periods of Learning: Maria Montessori's Framework & Windows of Opportunity & Learning Timelines of Development in Young Children

2.3 Integrating Theories of Development & Learning for Early Childhood Education Curricula

Unit 3: Early Education of Children with Disabilities

3.1 Young Children at Risk & Child Tracking

3.2 Interdisciplinary Assessments & Intervention Plans

3.3 Developmental Systems Model for Early Intervention (Ofguralnick, 2001)

3.4 Curricular Activities for Development of Skills of: Imagination, Joy, Creativity, Symbolic Play, Linguistic, Emergent Literacy, Musical, Aesthetic, Scientific &Cultural Skills

3.5 Evidenced Based Practices for Early Intervention

Unit 4: Inclusive Early Childhood Educational (ECE) Practices-(I)

4.1 Natural Environments, Service Delivery Models & Importance of Universal Designsof Learning (UDL)

4.2 Practices for Inclusive ECE Programs: Adaptations of Physical Environment & Equipments, Visual Support Materials, Parent Partnerships, Friendships &Engagements with Typical Children

4.3 Principles of Inclusive ECE Practices: Full Participation, Open Ended Activities,Collaborative Planning

Unit 5: Inclusive Early Childhood Educational (ECE) Practices-(II)

5.1 Collaborating with Parents, Family Education & Developing Individualised FamilyService Plan (IFSP)

5.2 School Readiness and Transitions

Practical/ Field Engagements

I. Developing a journal on developmental milestones & learning timelines of childrenfrom 0 to 8 years

II. Participation in workshop & develop five creative teaching learning materials forchildren in inclusive early childhood education programs

Transactions

Visits, Observations & Workshops.

Essential Readings

• Costello, P.M. (2000). *Thinking Skills & Early Childhood Education*. London: DavidFulton Publishers.

• Dunn, S.G., & Dunn, K. (1992). *Teaching Elementary students through theirindividual learning styles:Practical approaches for grades 3-6.* Massachusetts: Allyn& Bacon.

• Guralnick, M.J. (2005). The Developmental Systems Approach to Early Intervention:Brookes Publication.

• Klausmeir, H.J., & Sipple, T.S. (1980). *Learning & Teaching Concepts. A strategy fortesting applications of theory.* New York: Academic Press.

• Mohanty, J., & Mohanty, B. (1999). *Early Chilhood Care and Education*. Delhi:
Offset Printers.

Suggested Readings

• Barbour, N., & Seefeldt, C. (1998). .*Early Childhood Education. An Introduction* (4thEds). U.K: Prentice Hall.

• Broman, B. C. (1978). *The Early Years in Childhood Education.* Chicago:RandMcNally College Publishing Company.

• Catron, C.E., & Allen, J. (1993). *Early Childhood Curriculum.* New York: MacMillanPublishing Company.

• Dahlberg, G. , Moss, P. & Pence, A. (2007). *Beyond Quality in Early Childhood Careand Education.(2nd Ed.).* New York: Routledge Publication.

• Dopyera, M.L., & Dopyera, J. (1977). *Becoming a Teacher of Young Children*. NewYork: Random House Publications.

• Gordon, I.J. (1972). *Early Childhood Education.* Chicago: Chicago University Press.Hamilton, D.S. &Flemming, (1990). *Resources for Creative Teaching in EarlyChildhood Education* (2nd Edition). Tokyo: Harcourt Brace Jovanvich.

• Hilderbrand, V. (1991). *Introduction to Earcly Childhood Education.* New York:MacMillan Publishing.

• Krogh, S.L., & Slentz, K. (2001). *Early Childhood Education, Yesterday, Today &Tomorrow*. London: Lawrence Erlbaum Associates Publishers.

• Range, D.G., Layton, J.R. & Roubinek, D.C. (1980). *Aspects of Early ChildhoodEducation.Theory to Reserch to Practice.* New York: Academic Press.

• Spodek, B., Saracho, O.N., & Davis, M.D. (1987). *Foundations of Early ChildhoodEducation*. Englewood Cliffs, New Jersey: Prentice Hall,

• Wortham, S.C. (NK). *Measurement & Evaluation in Early Childhood Education* (2nd Eds.), Ohio: Merrill Prentice Hall.

COURSE-BSE-401(C):APPLIED BEHAVIOURAL ANALYSIS (HEARING IMPAIRMENT)

Course: BSE-401(C) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Time of Examination: 1.5 Hours **(External-40+Internal-10)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Course Outcomes:

After undertaking the course the student-teachers will be able to

- *develop an understanding of the underlying principles and assumptions of Applied Behavioural Analysis (ABA).*
- *explain the concept and assessment of Behaviour as FAB and BRS.*
- *explain the strategies for Positive Behaviour Support (I & II).*
- *apply various measures of behavioural assessment.*
- *apply methods of ABA in teaching and learning environments.*
- *integrate techniques of ABA in teaching programs.*
- s*elect suitable strategies for managing challenging behaviours.*

Unit 1: Introduction to Applied Behaviour Analysis (ABA)-(I)

1.1 Principles of Behavioural Approach

1.2 ABA - Concept and Definition

1.3 Assumptions of ABA – Classical and Operant Conditioning

Unit 2: Introduction to Applied Behaviour Analysis (ABA)-(II)

2.1 Behaviour- Definition and Feature

2.2 Assessment of Behaviour – Functional Analysis of Behaviour, Behaviour RecordingSystems

Unit 3: Strategies for Positive Behaviour Support-(I)

3.1 Selection of Behavioural Goals

3.2 Reinforcement

- Types: Positive and Negative, Primary and Secondary
- Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable Ratio, Variable Interval

Unit 4: Strategies for Positive Behaviour Support-(II)

4.1 Discrete Trial Teaching

- Discriminative Stimulus - Characteristics
- Response
- Prompts: Physical, Gestural, Pointing, Visual, Positional, Verbal
- Consequence - Characteristics
- Inter-Trial Interval

4.2 Application of ABA in Group Setting

- Negotiation and contract
- Token economy
- Response cost
- Pairing and fading

4.3 Leadership role of teacher in promoting positive behaviour

Unit 5: Management of Challenging Behaviour

5.1 Differential Reinforcements of Behaviour

5.2 Extinction and Time Out

5.3 Response Cost and Overcorrection

5.4 Maintenance

5.5 Generalization and Fading

Practicum

I. Observation and functional analysis of behaviour of a given case.

II. Development of ABA program for management of a challenging behaviour.

Transaction

The course consists of several concepts from behavioural theories. The concepts should beexplained through real life examples and selected case studies. Students should beencouraged to conduct systematic observations of behaviour and suggest suitable plan ofaction for dealing with behavioural deficits in children.

Essential Readings

• Bailey, J., & Burch, M. (2011). *Ethics for Behaviour Analysts*. Routledge, New York.

• Cooper, J.O., Timothy, E.H., & Heward, W.L. (2007). *Applied Behaviour Analysis*.Pearson Publications.

• Fisher, W.W., Piazza, C.C., & Roane, H.S. (2013). *Handbook of Applied BehaviourAnalysis*. Guilford Press, New York.

• Kearney, A. J. (2007). *Understanding Applied Behaviour Analysis: An Introduction toABA for Parents, Teachers and Other Professionals*. Jessica Kingsley, Philadelphia.

• Lewis, P. (2006). *Achieving Best Behaviour for Children with DevelopmentalDisabilities*. Jessica Kingsley Publishers London.

Suggested Readings

• Aune, B., Burt, B., & Gennaro, P. (2013). *Behaviour Solutions for the InclusiveClassroom*. Future Horizons Inc, Texas.

• Moyes, R.A. (2002). *Addressing the Challenging Behaviour of Children with HFA/ASin the Classroom*. Jessica Kingsley Publishers London.

COURSE-BSE-401(D): COMMUNITY BASED REHABILITATION (HEARING IMPAIRMENT)

Course: BSE-401(D) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Time of Examination: 1.5 Hours **(External-40+Internal-10)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Course Outcomes:

After completing this course the student-teachers will be able to

- *explain the concept and principles of CBR.*
- *differentiatebetween CBR and Institutional Living.*
- *explain the socio-cultural and economic contexts of CBR and scope and inclusion of CBRin Govt. Policies and programs.*
- *aware about the types and methods of CBR.*
- *explain the concept, principles and scope of community based rehabilitation.*
- *learn the strategies for promoting public participation in CBR.*
- *apply suitable methods for preparing persons with disability for rehabilitation withinthe community.*
- *provide need-based training to persons with disabilities.*
- *develop an understanding of the role of government and global agencies in CBR.*

Unit 1: Introduction to Community Based Rehabilitation (CBR)

1.1 Concept and Definition of CBR

1.2 Principles of CBR

1.3 Difference between CBR and Institutional Living

Unit 2: Socio-cultural and Economic Contexts of CBR

2.1 Socio-cultural and Economic Contexts of CBR

2.2 Scope and Inclusion of CBR in Government Policies and Programs

Unit 3: Preparing Community for CBR

3.1 Awareness Program-Types and Methods

3.2 Advocacy - Citizen and Self

3.3 Focus Group Discussion

Unit 4: Family and corporate group in CBR

4.1 Family Counselling and Family Support Groups

4.2 CBR and Corporate Social Responsibility

Unit 5: Preparing Persons with Disability for CBR

5.1 School Education: Person Centred Planning, and Peer Group Support

5.2 Transition: Individual Transition Plan, Development of Self Determination and SelfManagement Skills

5.3 Community Related Vocational Training

5.4 Skill Training for Living within Community

5.5 Community Based Employment and Higher Education

Practicum/ Field Engagement

I. Visit an ongoing CBR program and write a report on its efficacy

II. Organize a community awareness program

III. Conduct a focus group discussion on a selected disability issue with school/collegestudents

Transaction

Besides lecture method the topics in this course may be transacted through discussion onselected case studies, classroom seminar/debates.

Essential Readings

• Loveday, M. (2006). *The HELP Guide for Community Based Rehabilitation Workers*:A Training Manual. Global-HELP Publications, California.

• McConkey, R. and O'Tool, B (Eds). *Innovations in Developing Countries for Peoplewith Disabilities*, P.H. Brookes, Baltimore.

• Neufelt, A. and Albright, A (1998). *Disability and Self-Directed Employment:Business Development Model*. Campus Press Inc. York University.

• Peat, M. (1997). *Community Based Rehabilitation*, W.B. Saunders Company.

• *Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances*, —Ministry of Social Welfare, Govt. of India, New Delhi.

• *Scheme of Assistance to Organizations for Disabled Persons*, Ministry of SocialWelfare, Govt. of India, New Delhi.

• WHO .(1982). *Community Based Rehabilitation — Report of a WHO InternationalConsultation*, Colombo, Sri Lanka, 28 June- 3 July. WHO (RHB/IR/82.1)

• WHO .(1984). "Rehabilitation For AIl" in World Health Magazine, WHO, Geneva.

COURSE-BSE-401(E): APPLICATION OF ICT IN CLASSROOM (HEARING IMPAIRMENT)

Course: BSE-401(E) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Time of Examination: 1.5 Hours **(External-40+Internal-10)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

This course has dual purpose: firstly it aims to orient the teacher trainee to variousapplications of Information and Communication Technology in teaching learning process;and secondly it intends to orient the learners to understand the scope and application of ICTfor students with disabilities. The course includes uses of all kinds of media and computer inorder to give hands on experience of applying ICT in various learning environments as wellto familiarize the student teacher with different modes of computer based learning.

Course Outcomes

After completing the course the student teacher will be able to

•*acquaint with concept and scope of ICT in special education.*

• *develop the understanding of students regarding the use of different media in education.*

• *choose the types of ICT provision available in our constitution and indicate their assistance in promotion of inclusive education.*

• *present an overview of concept of WCAG.*

• *explore computer as a learning tool to make teaching learning more effective.*

• *integrate the concept of e learning with special education to facilitate the learning of CWSNs.*

• *develop the PPT slides show for making teaching-learning process more inclusive.*

• *create blogs as educational tool.*

• *acquire practical knowledge of software for managing disability specific problems.*

• *use ICT for making classroom processes more inclusive.*

Unit 1: Information Communication Technology (ICT) and Special Education-(I)

1.1 Meaning and Scope of ICT and Its Role in 'Construction of Knowledge'

1.2 Possible Uses of Audio-Visual Media and Computers (Radio, Television, Computers)

Unit 2: Information Communication Technology (ICT) and Special Education-(II)

2.1 Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD and Goal 3 of Incheon Strategy

2.2 Three as of ICT Application—Access, Availability, Affordability

2.3 Overview of WCAG (Web Content Access Guidelines)

Unit 3: Using Media and Computers

3.1 Media: Radio and Audio Media- Script Writing, Storytelling, Songs, etc., Televisionand Video in Education, Importance of Newspaper in Education

3.2 Computers: Functional Knowledge of Operating Computers–On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications for Access to Print

3.3 Computer as a Learning Tool: Effective Browsing Of The Internet for Discerning andSelecting Relevant Information, Survey of Educational Sites and Downloading

Relevant Material; Cross Collating Knowledge from Varied Sources

Unit 4: Using Media and Computers

4.1 Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning

4.2 E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students with Disabilities

Unit 5: Visualising Technology-Supported Learning Situations

5.1 Preparation of Learning Schemes and Planning Interactive Use of Audio-Visual Programme

5.2 Developing PPT Slide Show for Classroom Use and Using of Available Software orCDs with LCD Projection for Subject Learning Interactions

5.3 Generating Subject-Related Demonstrations Using Computer Software and EnablingStudents to Plan and Execute Projects

5.4 Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs',Organizing Teleconferencing and Video-Conferencing

5.5 Identifying and Applying Software for Managing Disability Specific Problems

Course Work/ Practical/ Field Engagement (any Two of the following)

I. Develop a script on any topic of your choice. Conduct an interview with an expert onthe selected topic to prepare an audio or video program of 15 minutes duration

II. Prepare a PPT by inserting photos and videos on a topic of your choice

III. Create your email account as well as design a blog

Essential Readings

• Abbot, C. (2001). *ICT: Changing Education*. Routledge Falmer.

• Florian, L., & Hegarty J. (2004). *ICT and Special Educational Needs: A Tool forInclusion*. Open University Press.

Suggested Readings

• Kozma, R.B. (2003). *Technology, Innovation, and Educational Change: A GlobalPerspective: A Report of the Second Information Technology in Education Study,Module 2*. International Society for Technology in Education.

COURSE-BSE-401(F): GENDER AND DISABILITY (HEARING IMPAIRMENT)

Course: BSE-401(F) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Time of Examination: 1.5 Hours **(External-40+Internal-10)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Course outcomes

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

- *develop an understanding of human rights based approach in context of disability.*
- *explain the different elements of Human Rights system.*
- *acquaint with the advantages of human rights based approach.*
- *apply the principles of human right based approach for disability.*
- *explain the various techniques and strategies for gender and disability analysis.*
- *describe the personal and demographic perspectives of gender and disability.*
- *explain the factors contributing to disability.*
- *analyse the issues related to disabled women and girl children.*
- *acquaint teacher's role in promoting gender equality.*
- *develop an understanding about gender critique of legislation, government policy and schemes.*

Unit 1: Human Right-based Approach and Disability

1.1 Human Rights-Based Approach: Concept and History

1.2 Principles of Human Rights-Based Approach

- Equality and Non-Discrimination
- Universality & Inalienability
- Participation and Inclusion
- Accountability and Rule of Law

Unit 2: Human Rights and Implications and Disability

2.1 Elements of Human Rights System

- Legal Framework
- Institutions
- Development Policies & Programs
- Public Awareness
- Civil Society

2.2 Advantage of Human Rights-Based Approach

2.3 Implications for Disability

- Empowerment
- Enforceability
- Indivisibility
- Participation

Unit 3: Gender and Disability

3.1 Sex & Gender: Concept & Difference

3.2 Impairment & Disability: Concept & Difference

3.3 Gendered Experience of Disability

- Public Domain: School and Outside School
- Private and Familial Domain
- Normalization and Social Role Valorisation

3.4 Gender and Disability Analysis: Techniques and Strategies

3.5 Psyche and Gender: Implications for Teaching

Unit 4: Women and Girl Child with Disability-(I)

4.1 Inclusive Equality
- Access to Family Life
- Access to Education, Vocational Training and Employment
- Access to Political Participation

4.2 Factors Contributing to Disability
- Gender-Based Violence in School and Within Family
- Traditional Practices

Unit 5: Women and Girl Child with Disability-(II)

5.1 Sexual and Reproductive Health

5.2 Teacher's Role in Promoting Gender Equality

5.3 Gender Critique of Legislation, Government Policy and Schemes

Practicum/Field Engagement

I. Study the case of a woman with disability and submit a report

II. Review selected paper/s authored by women with disability

III. Conduct a gender analysis of a selected disability Act/Policy

Transaction

This course has been designed to provide the student teachers a socio-cultural perspective todisability. It aims to promote awareness about the space for disability equity andrehabilitation within the human rights system. As such the transaction of the course topicsshould be done through focus group discussions, and issue-based classroom interactions inaddition to lectures and seminars.

Essential Readings

• Habib, L. A. (1997). *Gender and Disability: Women's Experiences in the Middle East*.Oxfam, UK.

• Hans, A. (2015). *Disability, Gender and the Trajectories of Power*. Sage PublicationsPvt. Ltd.

• Meekosha, H. (2004). *Gender and Disability.* Sage Encyclopaedia of Disability.

• O'Brien, J., & Forde, C. (2008). *Tackling Gender Inequality, Raising PupilAchievement* , Dunedin Academic.

• Ridgeway, C. L. (2011). *Framed by Gender: How Gender Inequality Persists in theModern World*. Oxford University Press.

• Samuels, E. (2014). *Fantasies of Identification: Disability, Gender, R*ace. NYU Press,USA.

• Smith, B. G., & Hutchison, B. (2013). *Gendering Disability*. Rutger University Press,New Jersey.

Desirable Readings

• Beeghley, L. (1999). *Angles of Vision: How to Understand Social Problems,* WestView Press.

• Purkayastha, D. (2010). *Economic Growth, Intra-Household Resource Allocation andGender Inequality,* Atlantic Economic Journal, Vol. 38, No. 4.

• Treas, J., & Drobnic, S. (2010). *Dividing the Domestic: Men, Women, and HouseholdWork in Cross-National Perspective,* Stanford University Press.

COURSE-BSE-401(G)BRAILLE AND ASSISTIVE DEVICES(VI)

Course: BSE-401(G) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Time of Examination: 1.5 Hours **(External-40+Internal-10)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

Braille, the embossed system of reading and writing for the blind along with its inventor,Louis Braille (1809-1852), has opened a wide range of avenues and opportunities foreffective mainstreaming and empowerment for Persons with Visual Impairment. In addition,a plethora of devices are now available which help the visually impaired to access meaningfuleducation in all school-subjects as also skills of independent living and economic activities.This course familiarizes the student-teachers with the importance and operational aspects ofBraille, which has stood the test of time and competition for the last about 185 years. It alsointroduces them to basic devices used for teaching blind and low vision children.It is hoped that through the study of the course, the learners will be motivated to know moreabout these and various other devices and technologies and be in a position to help children with visual impairment/their parents to procure the needed devices with ease and speed.

Course outcomes

After completing the course the student-teachers will be able to

- *describe the evolution of Braille.*
- *acquire basic information about Braille, its relevance and important functional aspects.*
- *understand the theory behind the Braille written language.*
- *learn to read signs, symbols and abbreviations used in English and Hindi/Regional Language.*
- *understand the reading and writing process of Braille.*
- *get the basic information on types and significance of different Braille devices.*
- *demonstrate the use of slates and stylus to produce accurate braille.*
- *understand the concept of braille translation softwares.*
- *get acquainted with the types and significance of basic devices relating to Mathematics, Science, Geography and Low Vision as also on sources of their availability.*
- *calculate the mathematical problems using Abacus and Geometry kits.*
- *describe the importance of low vision aids- optical, Non optical vision training material.*
- *identify various schemes in India which help to make the low vision aids available.*

Unit 1: Braille-(I)

1.1 Louis Braille and the Evolution of Braille

1.2 Continuing Relevance of Braille vis-a-vis Audio Material

Unit 2: Braille-(II)

2.1 Braille Signs, Contractions and Abbreviations--English Braille

2.2 Braille Signs and Symbols—Hindi/Regional Language

2.3 Braille Reading and Writing Processes

Unit 3: Braille Devices -- Types, Description, Relevance

3.1 Slate and Stylus

3.2 Braille Writer

3.3 Electronic Devices— Note takers and Refreshable Braille Displays

3.4 Braille Embossers

3.5 Braille Translation Software

Unit 4: Educational Devices – Types, Description, Relevance

4.1 Mathematical Devices: Taylor Frame and Types, Abacus, Geometry Kit, AlgebraTypes

4.2 Geography: Maps--Relief, Embossed, Models

4.3 Science Material

Unit 5: Low Vision Aids and Schemes– Types, Description, Relevance

5.1 Low Vision Aids--Optical, Non-Optical, Vision Training Material

5.2 Schemes and Sources of Availability

Course Work/ Practical/ Field Engagement (Any Two)

Each Student-Teacher will

a. Observe at least five devices in use in at least five school periods.

b. Draw up an item-wise price list of at least ten devices from different sources.

c. Prepare a presentation – Oral/ Powerpoint – on the relevance of Braille for childrenwith visual impairment.

d. Prepare a report on the availability and use of Mathematical devices (at least two) inone special school and on inclusive school.

e. Make a report on the application of at least two non-optical devices for children withlow vision.

Essential Readings

• A Restatement of the Layout, Definitions and the Rules of the Standard EnglishBraille System (1971). London: The Royal National Institute for the Blind.

• Ashkroft, S.C., & Henderson, F. (1963). Programmed Instruction in Braille.Pittsburgh: Stanwick House.

• Lowenfeld, B. (1969). Blind Children Learn to Read. Springfield: Charles C. Thomas.

• Mani, M.N.G. (1997). Amazing Abacus. Coimbatore: SRVK Vidyalaya.

• Manual on Bharti Braille (1980). Dehradun: NIVH

• Olson, M. R. (1981). Guidelines and Games for Teaching Efficient Braille Reading.New York: AFB.

• Proceedings: National Conference on Past and Present Status of Braille inIndia(2001). New Delhi: All India Confederation of the Blind.

Suggested Readings

• Hampshire, B. (1981). Working with Braille - A Study of Braille as a Medium ofCommunication. Geneva: UNESCO.

• Kusanjima, T. (1974). Visual Reading and Braille Reading. New York: AFB.

• Mani, M.N.G. (1992). Techniques of Teaching Blind Children. N.Delhi: SterlingPublishers.

• Mellor, M. C. (2006). Louis Braille A Touch of Genius. Boston: National BraillePress.

COURSE-BSE-402(A): ORIENTATION AND MOBILITY (VI)

Course: BSE-402(A) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Time of Examination: 1.5 Hours **(External-40+Internal-10)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

Movement with independence in the environment has been stated to be one of the majorchallenges of vision loss. In order to facilitate their meaningful empowerment, therefore, it isnecessary to provide students with visual impairment skills and techniques which enablethem to cope with these challenges. Developments,especially during and after World War II,have led to the emergence of a large variety of such strategies, skills and technologies, whichare covered under the discipline titled Orientation and Mobility.So, the present course carrying the same title introduces the learners to various crucial aspectsof this vital subject. It is hoped that through the study of the course, the student-teacherswould be in a better position to understand the implications of vision loss with reference toindependent movement. It would also enable them to get insights into basic skills andcomponents essential for meaningful orientation and easy and graceful movement for thevisually impaired.

Course Outcomes

After completing thecourse the student-teachers will be able to

- *describe the nature and scope of Orientation & Mobility.*
- *acquire information about basic terminologies associated with O&M.*
- *evaluate and maximise use of auditory, tactual and other sensory information in O&M training.*
- *understand the role of the Orientation and Mobility Specialist in the collaboration with Teacher of Students with Visual Impairments.*
- *acquire basic knowledge of human guide techniques.*
- *describe pre-cane and cane travel skills and devices.*
- *demonstrate use of different cane travel techniques and devices.*
- *get acquainted with the importance and skills of training in independent living for the visually impaired.*

Unit 1: Introduction to Orientation and Mobility

1.1 Orientation and Mobility -- Definition, Importance and Scope

1.2 Basic Terminologies Associated with O&M: Trailing, Landmarks, Clues, Cues, Shoreline, Squaring Off, Clockwise Direction, Sound Masking, Sound Shadow

1.3 Roles of Other Senses in O&M Training

1.4 Special Responsibilities of Special Teacher/Educator with reference to O&M Training

1.5 Blindfold -- Rationale and Uses for the Teacher

Unit 2: Human/ Sighted Guide Technique

2.1 Grip

2.2 Stance
2.3 Hand Position
2.4 Speed Control
2.5 Negotiating: Narrow Spaces, Seating Arrangements, Staircases, Muddy paths

Unit 3: Pre-Cane Skills

3.1 Upper and Lower Body protection
3.2 Room Familiarization
3.3 Using Oral Description for Orientation
3.4 Search Patterns
3.5 Building Map Reading Skills

Unit 4: Cane Travel Techniques and Devices

4.1 Canes -- Types, Parts, Six Considerations
4.2 Cane Travel Techniques: Touch Technique, Touch and Drag Technique, Diagonal Cane Technique
4.3 Use of Public Transport
4.4 Asking for Help: When and How
4.5 Electronic Devices, Tactile and Auditory Maps -- Description and Uses

Unit 5: Training in Independent Living Skills

5.1 Self Care, Gait and Posture
5.2 Personal Grooming
5.3 Eating Skills and Etiquette
5.4 Identification of Coins and Currency Notes
5.5 Basics of Signature Writing

Course Work/Practical/ Field Engagement

Undertake any two of the following

a. Act as a sighted guide in different situations/settings.

b. Prepare a list of canes and other devices available with various sources along withprices.

c. Undergo an experience of moving under a blindfold for a few minutes and describe it(about 200 words).

d. Make a short PowerPoint/ oral presentation for about 5 minutes on the importance ofO&M for the visually impaired.

e. Draw up a list of important clues/cues/landmarks which the visually impaired studentcan use in the school.

Essential Readings

• Blasch, B. B., Weiner, W. R., & Welsh, R. L. (1997). Foundations of Orientation andMobility (2nd ed.). New York: AFB Press.

• Cutter, Joseph (2006). Independent Movement and Travel in Blind Children.IAP, North Carolina

• Fazzi, D.L. & Petersmeyer, B.A. (2001). Imagining the Possibilities: Creative Approaches to Orientation and Mobility Instruction for Persons who are VisuallyImpaired.: AFB Press, New York.

• Jaekle, Robert C. (1993). Mobility Skills for Blind People: A Guide for Use in RuralAreas. Christoffel Blinden Mission.

• Knott, N.I. (2002). Teaching Orientation and Mobility in the Schools: An Instructor'sCompanion. AFB Press, New York.

• Smith, A.J. & Geruschat, D. R. (1996). Orientation and Mobility for Children andAdults with Low Vision. In A. L. Corn & A. J. Koenig (Eds.), Foundations of Low Vision: Clinical and Functional Perspectives .: AFB Press, New York.

Suggested Readings

• Dodds, Allan (1986). Mobility Training for Visually Handicapped People. London: Croom Helm.
• Hill, Everett and Ponder, Purvis (1976). Orientation and Mobility Techniques. AFB, New York.
• Jacobson, W.H. (1993). The Art and Science of Teaching Orientation and Mobility toPersons with Visual Impairments.AFB Press, New York.
• Singh, J.P. (2003). Technology for the Blind.Kanishka Publication. New Delhi

COURSE-BSE-402(B): COMMUNICATION OPTIONS: ORALISM (HI)

Course: BSE-402(B) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Time of Examination: 1.5 Hours **(External-40+Internal-10)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

Communication, language and speech have always been at the centre stage when education ofchildren with deafness is being discussed. Without going into much of judgmentaldiscussions in the direction of 'either – or' options to be the 'best', this syllabus intends toexpose the student-teachers to all the dominant options. However, over and above the saidexposure offered through compulsory courses, this optional course offers the student-teachersan additional opportunity to sharpen the skills in one of the categories of options.

This isexpected to emphasize use of appropriate options rather than advocating one among themany. Moreover, learning this optional course is also expected to provide wider careerchoices for the student teachers.

Course Outcomes

After learning this course the student-teachers will be able to

- understand Paradigms of Deafness, Communicative Access: Challenges and Concerns, Autonomy, Inclusion and identity.
- discuss Oral Verbal Options and Realistic Expectations of Family and Teachers.
- explain the importance of Neural Plasticity and early Listening opportunities.
- differentiate between Uni-Sensory and Multi Sensory Approach in Oralism.
- explain Oracy to Literacy, Speech Reading, Training and Guidance on Aural Oral Practices.
- describe Tuning Mainstream Schools/Classrooms for Aural Oral Communication.
- understand Interpreting Audiograms,Motherese and Age AppropriateDiscourse with Children, Fluency Skills in Verbal Communication, Skills in Story Telling/ Narrations/ Jokes/ Poems/ Nursery Rhymes
- describe Ongoing Monitoring and Assessing Auditory Functioning and Speech Development:Reading Model Formats Used for the Purpose (Checklists, Recordings,Developmental Scales)
- define AV Approach andStages of Auditory Hierarchy,Listening Strategies, Techniques of AV Approach and Their Relationto Listening Environment
- read Model Plans, Observe a Few Weekly Individual Sessions and Develop Instructional Material for AVT Sessions Linking Listening, Languageand Cognition
- use Oralism and AV Approach in Indian Special Schools: Current Scenario.
- understand Resource Mobilization For Listening Devices and Reflections On The Course: From Theory to Practice to Initiating Change

Unit 1: Understanding Hearing Loss in Real Life Context

1.1 Basic Awareness on Paradigms of D/Deafness (Medical and Social)

1.2 Basic Awareness on Deafness and Communicative Access: Challenges and Concerns

1.3 Basic Awareness on Autonomy, Inclusion and Identity with reference to Oral

Options
1.4 Oral/ Aural Verbal Options and Realistic Expectations of Family and Teachers
1.5 Importance of Neural Plasticity and Early Listening Opportunities

Unit 2: Advance Understanding of Oral Options

2.1 Difference between Uni-Sensory and Multi Sensory Approach in Oralism
2.2 Oracy To Literacy: Why and How
2.3 Speech Reading: Need, Role and Strategies in All Communication Options
2.4 Training and Guidance on Aural Oral Practices for Families and Tuning HomeEnvironment: Current Scenario, Importance and Strategies
2.5 Tuning Mainstream Schools/Classrooms for Aural Oral Communication: Do's andDon'ts

Unit 3: Skill Development Required for Oralism

3.1 Practicing Interpreting Audiograms and Exposure to Goal Setting in Listening Skills
3.2 Practicing Motherese (Addressing/Talking to Young Children) and Age AppropriateDiscourse with Children Using Appropriate Language, Turn Taking and EyeContact
3.3 Practicing Fluency Skills in Verbal Communication: Spontaneous Conversations,Narrations and Loud Reading
3.4 Practicing Skills in Story Telling/ Narrations/ Jokes/ Poems/ Nursery Rhymes
3.5 Ongoing Monitoring and Assessing Auditory Functioning and Speech Development:Reading Model Formats Used for the Purpose (Checklists, Recordings,Developmental Scales)

Unit 4: Skill Development Auditory Verbal (AV) Approach

4.1 AV Approach: Meaning, Misconcepts and Justification
4.2 Stages of Auditory Hierarchy
4.3 Understanding Listening Strategies, Techniques of AV Approach and Their Relationto Listening Environment
4.4 Reading Model Plans and Observing a Few Weekly Individual Sessions
4.5 Developing Instructional Material for AVT Sessions Linking Listening, Languageand Cognition

Unit 5: Implementing Oralism and AV Approach in Indian Special Schools & Summingup

5.1 Use of Oralism and AV Approach in Indian Special Schools: Current Scenario
5.2 Oralism / AV Approach: Prerequisites for Special Schools
5.3 Strategies of Implementation Oral Communication Policy and FulfillingPrerequisites
5.4 Resource Mobilization For Listening Devices: (ADIP, Organized Charity, CSR,Fund Raising Events, Web Based Fund Raising)
5.5 Reflections On The Course: From Theory to Practice to Initiating Change

Course Work/ Practical/ Field Engagement

I. Watching Video's of Individual Sessions and Classroom Teaching
II. Role Play and Dramatization
III. Developing Learning Material for Facilitating Connectivity Among Listening, Language and Cognition
IV. Recording Self Narrated Stories / Poems and Writing Reflections Upon it
V. Interacting with Non Disabled Children for Practicing Expansion of Ideas

Essential Readings

• Borden, Gloria J.,; Harris, Katherine S. & Raphael, Lawrence J. (2005). *SpeechScience Primer (4th*) Lippincott Williams aAnd Wilkins: Philadelphia.
• *Dhvani* (English). Balvidyalaya Publication: Chennai.
• Estabrooks, W. (2006). *Auditory-Verbal Therapy And Practi*ce , Ag Bell

• Heller, R. (1999). *Managing Change.* Dk Publishing: New York.
• Ling, D. (1990). *Acoustics, Audition Aand Speech Reception. (Cd)*Alexandria, Auditory Verbal International.
• Paul, P. V. (2009). *Language and Deafness*. Jones And Bartlett: Boston.
• *Communication Options And Students With Deafness*. (2010). Rehabilitation Council of India , New Delhi.

Suggested Readings

• Chaney, A. L., & Burk, T. L. (1998). Teaching Oral Communication In Grades K – 8. Allyn And Bacon. Boston
• Cole, E., & Flexer, C. (2010). Children with Hearing Loss: Developing Listening and Talking, Birth to Six. (2nd Ed.).Plural Publishing Inc,San Diego, CA.
• Dhvani (Marathi). Balvidyalaya – Cym Publication
• Directory of Rehabilitation Resources for Persons with Hearing Impairment in India. (2000). AYJNIHH Publication, Mumbai.
• Estabrooks, W., & Marlowe J, (2000). The Baby is Listening, A. G. Bell Association,Washington D.C.
• Estabrooks , W. (2001). 50 Frequently Asked Questions (Faqs) About Auditory- Verbal Therapy. Learning to Listen Foundation.
• Heller, R. (1999). Effective Leadership. Dk Publishing: New York.
• Heller, R. (1999). Managing Change. Dk Publishing: New York.
• Ling, D. (1989). Foundations of Spoken Language for Hearing Impaired Children. A.G.Bell. Washington D.C.
• Ling, D., & Ling, A.H. (1985). Aural Habilitation: The Foundations of Verbal Learning in Hearing Impaired Children. A.G. Bell Association, Washington D.C.
• Edgar, L. L., & Marguerite, S. (1963). Play it by ear! : auditory training games, John Tracy Clinic Publication, Los Angeles.
• Resource Book on Hearing Impairment. AYJNIHH Publication.
• Unpublished Dissertations and Thesis on Profiling Communication Options in SpecialSchools in India.

COURSE-BSE-402(C): COMMUNICATION OPTIONS: MANUAL (INDIAN SIGN LANGUAGE) (HI)

Course: BSE-402(C) **Credits: 02**

Contact Hours: 30 **Marks: 50**

Time of Examination: 1.5 Hours **(External-40+Internal-10)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

Communication, language and speech have always been at the centre stage when education ofchildren with deafness is being discussed. Without going into much of judgmentaldiscussions in the direction of 'either – or' options to be the 'best', this syllabus intends toexpose the student-teachers to all the dominant options. However, over and above the saidexposure offered through compulsory courses, this optional course offers the student-teachersan additional opportunity to sharpen the skills in one of the categories of options. This isexpected to emphasize use of appropriate options rather than advocating one among themany. Moreover, learning this optional course is also expected to provide wider CareerChoices for the Student Teachers.

Course Outcomes

After learning this course the student-teachers will be able to

- understand Paradigms of Deafness, Communicative Challenges and Deafnesswith Reference to Culture, Language, Identity, Minority Status, Deaf Gain, Literacy and Inclusion.
- differentiate between ISL and ISS; Myths and Facts and Describe the Importance of Neural Plasticity and Early Language Opportunities
- explain Use of Simcom and Educational Bilingualism in Indian Schools, Challenges, Prerequisites and Fulfilling Prerequisites.
- describe Monitoring and Measuring Development of ISL/ISS in Students: Receptive andExpressive Mode
- discuss Training and Guidance for Families and Tuning Home Environment: CurrentScenario and Strategiesand Tuning Mainstream Schools/Classrooms for Students Using Manual Communication:Do's and Don'ts
- describe Practicing Motherese And Age Appropriateness Discourse with children with appropriate language, Eye Taking and Eye Contact; Natural Singing in Short Conversations, Poem/Stories/Narrations/Jokes, Discussing Emotions, Expansion of Ideas, and Current Affairs; and Group dynamics.
- explainLearning to Express Gender, Number, Person, Tense, Aspect**;** Practicing Sentence Types: Affirmative, Interjections, Imperative and Interrogative and Negativization**,**Simple, Complex, Compound
- understand Observing Using ISL in Classrooms – Social Science, Science / Mathematics
- explain Practicing Markers (Local Language), Syntax in Conversations and Discussions, Observing Using ISS/ISL in Classrooms for School Subjects

- describe Resource Mobilization for Skill Development Training (Organized Charity Sources,CSR, Fund Raising Events, Web Based Fund Raising) and Reflections on the Course: From Theory to Practice to Initiating Change

Unit 1: Understanding Deafness in Real Life Context

1.1 Basic Awareness of Paradigms of D/Deafness (Medical and Social)
1.2 Basic Awareness of Deafness and Communicative Challenges / Concerns
1.3 Basic Awareness on Deafness with Reference to Culture, Language, Identity, Minority Status, Deaf Gain, Literacy and Inclusion
1.4 Basic Awareness of Difference between ISL and ISS; Myths and Facts
1.5 Importance of Neural Plasticity and Early Language Opportunities

Unit 2: Advance Understanding of Manual Options and Indian Scenario

2.1 Use of Simcom and Educational Bilingualism in Indian Schools: Current Scenario
2.2 Challenges, Prerequisites and Fulfilling Prerequisites
2.3 Monitoring and Measuring Development of ISL/ISS in Students: Receptive andExpressive Mode
2.4 Training and Guidance for Families and Tuning Home Environment: CurrentScenario and Strategies
2.5 Tuning Mainstream Schools/Classrooms for Students Using Manual Communication:Do's and Don'ts

Unit 3: ISL Skill Development: Middle Order Receptive and Expressive Skills

3.1 Practicing 'Motherese' (Tuning Language to Suit Young Children) and AgeAppropriate Discourse with Children with Appropriate Language, Turn Taking andEye Contact
3.2 Practicing Natural Signing in Short Common Conversations
3.3 Practicing Natural Signing in Stories/Poems/Narrations/Jokes
3.4 Practicing Natural Signing in Discussing Emotions, Expansion of Ideas and CurrentAffairs
3.5 Practicing Group Dynamics

Unit 4: ISL Skill Development: Towards Higher Order Receptive and Expressive Skills

4.1 Learning to Express Gender, Number, Person, Tense, Aspect
4.2 Practicing Sentence Types: Affirmative, Interjections, Imperative and Interrogative and Negativization
4.3 Practicing Sentence Types: Simple, Complex, Compound
4.4 Observing Using ISL in Classrooms – Social Science
4.5 Observing Using ISL in Classrooms – Science / Mathematics

Unit 5: ISS/ ISL Skill Development and Course Conclusions

5.1 Practicing Markers (Local Language)
5.2 Practicing Syntax in Conversations and Discussions
5.3 Observing Using ISS/ISL in Classrooms for School Subjects
5.4 Resource Mobilization for Skill Development Training (Organized Charity Sources,CSR, Fund Raising Events, Web Based Fund Raising)
5.5 Reflections on the Course: From Theory to Practice to Initiating Change

Course Work/ Practical/ Field Engagement

I. Watching Videos of Individual Sessions and Classroom Teaching of Signing
II. Role Play and Dramatization in ISL
III. Developing Learning Material for Facilitating Connectivity among Signing, Languageand Cognition

IV. Recording Self Narrated Stories/ Poems and Writing Reflections

V. Interacting with Deaf for Practicing Expansion of Ideas

Essential Readings

• *Communication Options and Students with Deafness*. (2010). Rehabilitation Council of India, New Delhi.

• Heller, R. (1999). *Managing Change*. DK Publishing: New York.

• ISS Learning Material and Dictionaries

• Paul, P. V. (2009). *Language and Deafness*. Jones And Bartlett: Boston.

• *Teaching Learning ISL Material Developed* at AYJNIHH, Mumbai, SRKV, Coimbatore and NISH, Trivandrum

• Zeshan, U. (2000). *Sign Language in Indo-Pakistan*. John Benjamins Pub. Co, Philadelphia.

Suggested Readings

• Akamatsu, C. T., & Armour, V. A. (1987). Developing written literacy in deaf children through analyzing sign language, American Annals of the Deaf, 132(1), 46- 51.

• Andrews, J.F., Winograd, P., & DeVille, G. (1994). Deaf children reading fables: Using ASL summaries to improve reading comprehension. *American Annals of theDeaf*, *139*(3), 378-386.

• Devych, G. N., Bhattacharya, T., Grover, N., & Randhawa, S.P.K. (2014). *Indian Sign Language(S).*Orient BlackSwan, Hyderabad.

• *Directory of Rehabilitation Resources for Persons with Hearing Impairment in India*. (2000),AYJNIHH Publication.

• Education. Gallaudet Research Institute, Working Paper 89-3, Gallaudet University, Washington, D.C.

• Evans, L. (1982). Total Communication, Structure and Strategy. Washington D.C.: Gallaudet College Press.

• Ezell, H.K., & Justice, L.M.(2005). Programmatic Research On Early Literacy: Several Key Findings.*IES 3rd Annual Research Conference: American SpeechLanguage & Hearing Association (ASHA)*.

• Frank, S. (1985). Reading Without Nonsense.: Teachers College Press, New York.

• Ghate, P. (1996). Indian Sign System. AYJNIHH In-House Publication: Mumbai.

• Ghate, R.A. (2009). Survey of Teachers' Opinion on Status of Education of the Deaf. Unpublished Report of RCI, New Delhi.

• Heller, Robert (1999). Effective Leadership. Dk Publishing: New York.

• Huddar, A. (2008).*Language and Communication*. DSE Manuals. Rehabilitation Council of India, New Delhi.

• Improve Reading Comprehension. *American Annals of the Deaf, 139,* 378-386.

• Indian Sign Language Dictionary .(2001). Sri Ramakrishna Mission Vidyalaya, Coimbatore.

• Johnson, R., Liddell, S., & Erting, C. (1989). Unlocking the Curriculum: Principles for Achieving Access in Deaf Language. *American Annals of the Deaf, 132,* 46-51.

• Lewis, Rena B. & Doorlag, Donald H. (1999). (5th Ed) *Teaching Students with Special Needs in General Education Classrooms.* Prentice Hall Inc. New Jersy.

• Woodward, J., Vasishta, M., & de Santis, S. (1985). An introduction to the Bangalore variety of Indian Sign Language. Gallaudet Research Institute Monograph No. 4, Gallaudet Research Institute. Washington, D.C

• Vasishta, M.M., Woodward, J., & De Santis, S. (1981). An Introduction to Indian Sign Language: Focus on Delhi.All India Federation of the Deaf, New Delhi.

• Websites for Signed Dictionaries.

• Woodward, J. (1993). "The Relationship of Sign Language Varieties in India,Pakistan and Nepal". *Sign Language Studies* (78), 15–22.

COURSE-BSE-403: BASIC RESEARCH AND STATISTICS (EPC)

Course: BSE-403 **Credits: 02**

Contact Hours: 30 **Marks: 50**

Time of Examination: 1.5 Hours **(External-40+Internal-10)**

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Course Outcomes

After completing the course student-teachers will be able to

- explain the nature, steps and application of Scientific Method in Research.
- explain the meaning, Characteristics and Purpose of Research in Education and Special Education.
- describe Basic, Applied and Action Research in Learning Environment.
- DiscussProfessional Competencies for Research.
  Understand the Process of Research i.e. Selection of Problem, Formulation of Hypothesis, Collection of Data and Analysis of Data & Conclusion.
- describe Tools of Research: Tests, Questionnaire, Checklist and Rating Scale.
- explainScale for measurement: Nominal, Ordinal, Interval and Ratio.
- discuss Organization of data: Array, Grouped distribution and Graphic representation of data.
- understand Measures of central tendency and Dispersion: Mean, Median and Mode, Standarddeviation and Quartile deviation.
- understand Correlation: Product Moment and Rank Order Correlation.

Unit 1: Introduction to Research

1.1 Scientific Method
1.2 Research: Concept and Definition
1.3 Application of Scientific Method in Research
1.4 Purpose of Research
1.5 Research in Education and Special Education

Unit 2: Types of Research and Professional Competencies

2.1 Basic/Fundamental
2.2 Applied
2.3 Action Research in Teaching Learning Environment
2.4 Professional Competencies for Research

Unit 3: Process of Research

3.1 Selection of Problem
3.2 Formulation of Hypothesis
3.3 Collection of Data
3.4vAnalysis of Data & Conclusion
3.5 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale

Unit 4: Measurement, and Organization of Data

4.1 Scale for measurement: Nominal, Ordinal, Interval and Ratio
4.2 Organization of data: Array, Grouped distribution
4.3 Graphic representation of data

Unit 5: Analysis of Data

5.1 Measures of central tendency and Dispersion: Mean, Median and Mode, Standarddeviation and Quartile deviation
5.2 Correlation: Product Moment and Rank Order Correlation

Practicum/ Field Engagement

• Develop a teacher made test for a given subject matter
• Develop a questionnaire/checklist
• Develop an outline for conducting action research

Essential Readings

• Best, J. W., & Kahn, J. V. (1996). *Research in Education* Prentice-Hall of India NewDelhi.
• Dooley, D. (1997). *Social Research Methods*. Prentice-Hall of India, New Delhi.
• Grewal, P.S. (1990). *Methods of Statistical Analysis*. Sterling Publishers, New Delhi.
• Guptha, S. (2003). *Research Methodology and Statistical Techniques*. Deep & DeepPublishing, New Delhi.
• Koul, L. (1996). *Methodology of Educational Research*. Vikas Publishing House,New Delhi.
• Potti, L.R. (2004). *Research Methodology*.Yamuna Publications,Thiruvananathapuram.

Suggested Readings

• Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences*. AcademicPress, New York.
• Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication:London.

SEMESTER – IV

COURSE-BSE-404: CROSS DISABILITY & INCLUSION (PRACTICAL)

Course: BSE-407 **Credits: 04**

Hours: 120 **Marks: 100**

Note: The evaluation will be done jointly by the two examiners (one internal and one external).

Course Outcomes

After completing the course student-teachers will be able to

- understand the different teaching strategies in classroom teaching with hand on experience of inclusive/ special & inclusive schools.
- acquire different Orientation andMobilityTraining skills and techniques- such as Sighted Guide Technique, Pre-Cane skills, Cane technique and Direction-findingtechnique
- prepare & deliver teaching lessons onorientation & mobility and activities of dailyliving in special & Inclusive schools for VI & VIMD.

Sr. No	Task for the student teacher	Disability focus	Educational settings	Specific activities	Hrs.	Marks
1	Classroom ObservationFor schoolsubjects atdifferentlevels	Other than VI	1. Special Schoolsothert han VI	Observation For school subjects at different levels	15	25
		2. Any Disability	2. Inclusive schools	ObservationFor school subjectsat different levels	15	
2	Orientation andMobilityTraini ng	VI	Department of Education, KUK Campus andoutsideca mpus	a) Sighted Guide Technique b) Pre Cane skills c) Cane technique d) Direction findingtechnique	60	50
3	Teaching lessons on O&M and ADL	VI and VIMD	Special and inclusivescho ol	Individualized Teaching lessonson orientation and mobility and activities of dailyliving	30	25

COURSE-BSE-405:OTHER DISABILITY SPECIAL SCHOOL (FIELD WORK)

Course: BSE-405 **Credits: 04**
Hours: 120 **Marks: 100**

Sr. No	Task for the student teacher	Disability focus	Educational settings	Hrs.	Marks
1.	1. Classroom teaching, development of TLM,document study,maintenance of record	Other than VisualImpairment	Special Schoolsfor other Disabilities	**60**	**50**
	2. Classroom teaching,development of TLM,document study,maintenance of record	VIMD	Special schoolsor programmesfor Multiple Disabilities	**60**	**50**

Note: The evaluation will be done jointly by the two examiners (one internal and one external).

Course Outcomes

After completing the course student-teachers will be able to

- develop the skills of Classroom teaching, Teaching Learning Material, study document,maintain recordfor students with Disabilities other than VI & students with VIMD.

COURSE-BSE-406: INCLUSIVE SCHOOL (FIELD WORK)

Course:BSE-406 **Credits: 04**
Hours: 120 **Marks: 100**

Note: The evaluation will be done jointly by the two examiners (one internal and one external).

Course Outcomes

After completing the course student-teachers will be able to

- comprehend the principles of inclusive teaching learning process with special reference to functional skills such as Braille, special equipments & preparation of TLM etc. for developing inclusive classroom practices.
- Create awareness about theneeds of children withdisabilitiesin inclusive schools.

Sr. No	Task for the student teacher	Disability focus	Educational settings	Hrs.	Marks
1	Classroom teaching with special focus on functionalacademic skills e.g., Braille,special equipments,preparation of TLM tofacilitate inclusion andcreating awareness about theneeds of children withdisabilities	VisuallyImpaired, seeingchildren andteachers	Inclusive Schools	**120**	**100**

KURUKSHETRA UNIVERSITY KURUKSHETRA

(Established by the State Legislature Act XII of 1956)

SCHEME OF EXAMINATION AND SYLLABUS FOR B.ED. TWO YEAR COURSE TO BE

IMPLEMENTED FROM THE SESSION JANUARY 2020.

YEAR-I					
		Maximum Marks			
Paper	Nomenclature	Total	External	Internal/ Practicum	Exam Hour
Course-1	Childhood and Growing up	100	70	30	3 hrs.
Course-2	Contemporary India and Education	100	70	30	3 hrs.
Course-3	Learning and Teaching	100	70	30	3hrs.
Course-4(A)	Language across curriculum	50	35	15	1.30 hrs.
Course-4(B)	Understanding Disciplines and subjects	50	35	15	1.30 hrs.
Course-6* Any one of the following	Pedagogy of a School Subjects-I	100	70	30	3 hrs.
Course-12** EPC-I	Reading and Reflecting on Text	50	25	25	1.30 hrs.
Course-12 ** EPC- 3	Critical Understanding of ICT	50	25	25	1.30 hrs.
Course- 13 (A)	School Teaching Practice Pedagogy-I for 45 days	175	100	75	
	Total	775	500	275	

***** 1. Pedagogy of Science
2. Pedagogy of Social Sciences
3. Pedagogy of Mathematics-**(It is the same course for Ist & IIndyear so it is to be opted in Ist Year or in IInd year NOT in both the years)**

** It is School Based Activity

Year-2					
		Maximum Marks			
Paper	Nomenclature	Total	External	Internal/ Practicum	Exam Hour
Course-5	Gender School and Society	50	35	15	1:30 hrs.
Course-7* Any one of the following	Pedagogy of a School Subjects-II	100	70	30	3 hrs.
Course-8	Knowledge and Curriculum	100	70	30	3hrs.
Course-9	Assessment for Learning	100	70	30	3 hrs.
Course-10	Creating and Inclusive School	50	35	15	1:30 hrs
Course-11**	**Optional Course**				
i	Environment Education	50	35	15	1:30 hrs.
ii	**Health and Physical Education**	50	35	15	1:30 hrs.
iii	Peace Education	50	35	15	1:30 hrs.
iv	Guidance and Counseling	50	35	15	1:30 hrs.
Course-12*** EPC -2	Drama and Art in Education	50	25	25	1:30 hrs.
Course-12*** EPC- 4	Understanding the Self	50	25	25	1:30 hrs
Course-13 (B)	School Teaching Practice Pedagogy -II for 45 days	175	100	75	
	Total	725	465	260	

***** 1. Pedagogy of English
2. Pedagogy of Hindi
3. Pedagogy of Mathematics-**(Pedagogy of Mathematics is not for the students who have opted the same in the Ist year)**

****** The Directorate would supply the Study Material only for **Paper: Health and Physical Education.** In case any student selects other options from the above optional papers, he /she would have to prepare the concerned paper at his/her own level and no study

B.Ed I

Course 1

CHILDHOOD AND GROWING UP

Max. Marks: 100

Time: 3 Hours **(External: 70, Internal: 30)**

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 14 marks. There will be four short - answer type Questions of 4, 4, 3 &3 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 14 marks each.**

Rationale:

The course on "Childhood and Growing Up" offers an introduction to the study of childhood, child development and adolescence from diverse socio-economic and cultural backgrounds. The main focus in the course would be to enable student teachers to arrive at an understanding of how different socio-political realities construct different childhoods within children's lived context: family, schools and community**.**

Learning Outcomes

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

- Explain the concept of growth & development in relation to characteristics of various stages of growth & development.
- Become familiar with theories of child development and their educational implications.
- Understand the role of family, school, society in child development.
- Describe the role of contemporary issues (issue of marginalization: class, poverty, gender, issues of urbanization and economic change) in child development.
- Describe the role of media in deconstruction of significant events.

Existing	Corrected
Unit-I **1. Child Development** • Growth & Development:- Concept, Principle, Factors, & Stages. • Characteristics of stages of development with special reference to Childhood and Adolescence. • Adolescents: Understanding their needs and Problems in Indian context.	**Unit-I** **1. Child Development** • Growth & Development:- Concept, Principle, Factors, & Stages. • Characteristics of stages of development with special reference to Childhood and Adolescence. • Adolescents: Understanding their needs and Problems in Indian context.
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 Indian Context. • Kohlberg theory of Moral Development: Concept, Stages and Implications with special reference to Indian Context.	**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 Indian Context. • Kohlberg theory of Moral Development: Concept, Stages and Implications with special reference to Indian Context.
Unit-III **3. Social Contexts of Development** • Agencies of Socialization: Family, School, Society and their role in Child Development. • Social and Cultural Change and their Impact on child development. • Economic Change :Impact of urbanization and Economic change on child development	**Unit-III** **3. Social Contexts of Development** • Agencies of Socialization: Family, School, Community and their role in Child Development. • Parenting styles: Concept and its impact on Child Development. • Play: Concept, characteristics and developmental functions. • Social & Cultural Change as factors influencing Child Development.
Unit-IV **4. Contemporary Issues** • Marginalization & Stereotyping with special reference to Gender, Social Class, Poverty. • Impact of marginalization & Stereotyping on child development and related outcomes. • Role of media in constructing & deconstructing perceptions & ways of dealing with above issues.	**Unit-IV** **4. Contemporary Issues** • Marginalization & Stereotyping with special reference to Gender, Social Class & Poverty. • Impact of marginalization & Stereotyping on child development and related outcomes. • 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 .

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

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.Havighurtst, R. et al.(1995). *Society and Education*. Baston: Allyen ad Bacon

H.P.BWheldall, K. (2006). *Developments in Educatonal psychology*. New York: Routledg

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

CONTEMPORARY INDIA AND EDUCATION

Max. Marks: 100

Time: 3 Hours **(External: 70, Internal: 30)**

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 14 marks. There will be four short - answer type Questions of 4, 4, 3 &3 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 14 marks each.**

Rationale

The course on "Contemporary India and Education" shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implication for education with analyses of significant policy debates in Indian education.

Learning Outcomes

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

- understand emerging societal issues and their implication for education
- understand various provision concerning education in Indian Constitution.
- identify the concerns related to socially disadvantaged segments of the society.
- understand the policies on education before and after independence related to secondary education programmes.
- evaluate the govt. policies in the context of Universalisation of school education.

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: Major features.

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.
- Concept and importance of Road Safety, Road Safety Rules and Regulatons, Traffic Signs, Raod 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.

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

Suggested Readings:

Bhattacharya & Sriniwas. (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,* Hyderadbad: 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: Surya publications.
Ministry of Human Resource Development of India (1986).*National policy on education.*
NCERT,91964-1966). 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*). Contemporly 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/gandhicomsalive/speech8.html
http:/www.mkgandhi.org/speeches/speech Main.html

Course 3
LEARNING & TEACHING

Max. Marks: 100

Time: 3 Hours **(External: 70, Internal: 30)**

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 14 marks. There will be four short - answer type Questions of 4, 4, 3 &3 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 14 marks each.**

Rationale:

Teaching & Learning will focus on aspects of social & emotional development; self & identity, cognition & learning. It offers a site for perspective teachers to reflect on and critique notions of learning & teaching

Learning Outcomes

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

- Understand the Concept of learning.
- Explain the strategies and paradigms of learning.
- To identify the individual differences among the learners.
- To describe the educational implications of different theories of learning.
- Understand the Concept of teaching.
- To differentiate the relation with the modalities & variables in the teaching Process.
- To describe the phases & models of teaching.
- To understand the Strategies of Teaching.

Course Contents

Existing	Corrected
Unit-I **1. Understanding Learning** • Learning : Concept, Nature, types of learning & Factors influencing learning,.	**Unit-I** **1. Understanding Learning** • Learning: Concept, Nature, types of learning & Factors influencing learning,.

• Learning strategies : Co-operative learning, peer-tutoring & collaborative & group learning; Role of Teacher & School in relation to learning strategies. • Individual Differences: Concept, Types, Causes & Educational implications.	• 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 & 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 (Vygostky & 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-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.	**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.

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

Suggested Readings:

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

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)

LANGUAGE ACROSS THE CURRICULUM

Max. Marks :50

Time: 1.30 Hours **(External: 35, Internal: 15)**

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 7 marks. There will be two short - answer type Questions of 4 and 3 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 14 marks each.**

Rationale

The course on "Language across the curriculum" will focus on the language background of the students and know how the oral and written language can be used in the classroom to ensure optimal learning of the subject area.

Learning Outcomes:

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

- Know the concept of language, multilingualism and language diversity.
- Learn about communicative approach.
- Understand the ways of integrating speaking with other skills.
- Understand the nature of classroom discourse and develop strategies for using oral language i.e. discussion, questioning etc.
- Understand the nature of reading in different subjects.
- Familiarize with different types of writing that would be useful for learners.

Course Contents

Existing	**Corrected**
UNIT-I 1. **Language** : Meaning, nature and linguistic principles **2. Functions of language:** • Communicative functions of language & its basic assumptions	**UNIT-I** **1. Language** • Concept of Language: Meaning & nature of language • Linguistic principles: Process of acquisition of language **2. Language in Curriculum**

• Learning language and learning through language 3. **Development of Listening skill:** • Characteristics of good listening material, • Different kind of listening materials and activities. 4. **Development of Speaking skill:** • Need and objectives of developing speaking skills, • Techniques of learning speaking skills-conversational/oral skills, • Importance of group work in developing oral work and role of teacher. **UNIT-II** 5. **Development of Reading skill**: • Meaning, need and importance of developing reading skill, • Reading mechanics and process of reading. • Stages of reading, types of reading, reading problems of learners. **6. Development of Writing skill**: • Types of writing skill & writing scripts • Importance and need of developing writing skill, • Characteristics of good handwriting and techniques of improving handwriting. **7. Language in Education and Curriculum**	• Functions of language & its basic assumptions: Receptive & expressive functions • Multilingualism and language diversity in the classroom • Relationship of language with society **UNIT-II** **3. Listening & Speaking skill** • Different kinds of listening material and activities & techniques of learning • Listening & speaking skill as tool of learning: conversational/oral skill; discussion; questioning etc. **4. Reading & Writing skill** • Concept, need & importance of reading & writing skill • Reading & Writing skill as tool of learning: i. Reading mechanics and process of reading ii. Characteristics & techniques of good writing

Practicum/Sessionals

Existing	Corrected
Practicum/Sessionals **Any one of the following:** **i.** Subject wise group discussion, preparation of report and presentation before the group. **ii.** Prepare and present a report on Introduction of yourself to other in different situations i.e. facing interviews, in the class room etc.	**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

	v.	issues and local challenges. Reflections on Gandhian thoughts : Panel discussion and preparation of report

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

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*. Lawreuel Erlbaum Associates Inclave, 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). *Roseublatt'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).

www.ncert.nic.in.

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

Course 4(b)

UNDERSTANDING DISCIPLINES AND SUBJECTS

Max. Marks :50

Time: 1.30 Hours **(External: 35, Internal: 15)**

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 7 marks. There will be two short - answer type Questions of 4 and 3 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 14 marks each.**

Learning Outcomes

Existing	Corrected
After the transaction of the course, student teachers will be able to: ▪ Analyse and evaluate changes in the perspectives in school curriculum, text books and syllabus on socio-cultural basis. ▪ Compare and evaluate the perspective of NCERT on the required changes in knowledge base in school subjects- Mathematics, science, languages and social science.	After the transaction of the course, student teachers will be able to: ▪ Describe the characteristics and nature of discipline ▪ Understand emergence of discipline and subjects in philosophical, social and political contexts ▪ Understand theory of subject content, selection of content, curriculum, syllabus and text books ▪ Paradigm shifts in the nature of disciplines: Mathematics, science, languages and social science.

Course Content

Existing	Corrected
Unit-I **1. Socio-cultural perspectives of disciples and school subjects (theory of school content)** • Evolution of socio –cultural perspectives in school level knowledge base;	**Unit-I** **1. Emergence of Disciplinary Knowledge** • Meaning, nature and types of discipline. • Role of disciplinary knowledge in the school curriculum.

• Social history of school contents • Emergence of school subjects and disciplines from social, political and intellectual contexts; • History of emergence of methods of methods of teaching; • NCERT Position paper on change in curriculum, syllabus and textbooks. **Unit-II** **2. Changes in theory of content in school education after independence in India** • Needed changes in discipline –oriented school textbooks; • Steps needed to redesign text books for school education a) Focus on drawing upon the experiences of children; b) Focus on the diverse community background of students; c) Focus on natural curiosities of students Focus on learner – centred methods of teaching-constructivist approach; • Paradigm shift in teaching of social science in schools • Paradigm shift in teaching of science in schools • Paradigm shift in teaching of Mathematics in schools • Paradigm shift in teaching of Indian languages in schools	• 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. • Paradigm shifts in the nature of disciplines: Social Science, Mathematics, Science, Language
Existing	**Corrected**
	Practimum/ Sessional **Any one of the following:** i. Critical analysis of a curriculum/ syllabus of particular school subjects. ii. Evaluate a text book of secondary classes with reference to its adequacy and in achieving expected learning outcome. iii. Review of text book in the light of connecting knowledge to life outside the school. iv. Readings and group discussions on NCF-2005, NCFTE-2010, RTE-2009

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

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 Respositiry *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.

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http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/science.pdf

Course-6 : Pedagogy of Teaching Subjects

Group-I: Pedagogy of Sciences

(i) PEDAGOGY OF SCIENCE

Max. Marks: 100

Time: 3 Hours **(External: 70, Internal: 30)**

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 14 marks. There will be four short - answer type Questions of 4, 4, 3 & 3 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 14 marks each.**

Learning Outcomes:

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

- understand the Nature & Scope of Science.
- understand Aim and objectives of Teaching Science.
- adopt suitable approaches, methods, different resources to teach Science.
- appreciate the importance of planning for Science.
- applying e-sources in Science.
- develop a skill of conducting experiments to demonstrate Science concepts.
- develop a skill of planning lesson plan based on various approaches.
- 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
- Aim & 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. Content & Its Pedagogical Analysis

- 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

- 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
- 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

- 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 asurvey on health concerns in a village

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

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.

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

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. Doaba House,

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 : Pedagogy of Teaching Subjects

Group-II: Pedagogy of Social-Sciences

(i) PEDAGOGY OF SOCIAL SCIENCE

Max. Marks: 100

Time: 3 Hours **(External: 70, Internal: 30)**

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 14 marks. There will be 4 short-answer type questions of 4, 4, 3, and 3 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 14 marks each.**

Learning Outcomes

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

- understand the foundation of teaching Social Science.
- acquaint with different strategies for teaching Social Science at secondary and higher secondary level.
- to provide familiarization with Resources for teaching/learning Social science
- to develop an understanding of methods and approaches of teaching Social Science .
- to enable students to organize co-curricular activities through the Social Science Club.
- prepare achievement test in Social Science at secondary and higher secondary level.
- prepare lesson plans in Social Science for instructional purposes.
- conduct pedagogical analysis of content for teaching in the classroom.
- acquire competence in preparing tools of evaluation Social Science learning.
- acquire skills of analyzing text book in Social Science.

COURSE CONTENTS

Existing	Corrected
UNIT 1 **1. Nature & Scope of Teaching of Social Science**	**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 . **UNIT-2** **2. Contents and its pedagogical analysis and Lesson planning** • Understanding terminology of Social Sciences: Social structure, social stratification, community, state, region, market • Meaning, importance and Steps of Pedagogical Analysis. • Pedagogical Analysis on the following topics: – Constitution of India – Physical features of India – Indain Freedom Movement – Population – Democracy in the contemporary world – Disaster Management • 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-logical, concentric, spiral, chronological.	• 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**.** **UNIT-2** **2. Contents and its pedagogical analysis and Lesson planning** • Understanding terminology of Social Sciences: Social structure, social stratification, community, state, region, market • Meaning, importance and Steps of Pedagogical Analysis. • Pedagogical Analysis on the following topics: – Constitution of India – Physical features of India – Indian Freedom Movement – Population – Democracy in the contemporary world – Disaster Management • 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-logical, concentric, spiral, chronological. •Teaching Learning Material: Textbook &

• Teaching Learning Material: Textbook & Reference Books, Documentaries, News Papers, Maps, Community, Atlas, and E-resources (Blog, World Wide Web, and Social Networking.) • Skills of teaching Social Studies: Skill of Explaining. Skill of Illustration with Examples, Skill of Reinforcement, Skill of Questioning and Skill of Stimulus Variation **UNIT 4** **4. Approaches and Evaluation in Teaching** • Classroom Processes: Discovery method, Discussion method, Source method, Survey Method, Concept Mapping and Story Telling. Concept Attainment, Inquiry Training Model. • Social Science Club- Meaning, Importance and Organization(Club activities, Exhibitions, Field Trips, Quiz Competitions) • 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.	Reference Books, Documentaries, News Papers, Maps, Community, Atlas, and E-resources (Blog, World Wide Web, and Social Networking.) • Skills of teaching Social Studies: Skill of Introducing, Skill of Illustration with Examples, Skill of Reinforcement, Skill of Questioning and Skill of Stimulus Variation **UNIT 4** **4. Approaches and Evaluation in Teaching** • Classroom Processes: Discovery method, Discussion method, Source method, Survey Method, and Story Telling. • Social Science Club- Meaning, Importance and Organization(Club activities, Exhibitions, Field Trips, Quiz Competitions) • 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

Existing	Corrected
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 of a place of historical interest/monument nearer to your residence and prepare a report on it/ Prepare a List of Places of Cultural/Historical// Geographical/Economic/ political/scientific interest of your locality iii. Conduct a quiz competition in the class on a day of national importance/Prepare questions for a quiz programme/Prepare an action plan for social science club iv. Prepare a list 10 of books/Journals in social sciences with all bibliographic details for purchasing to the classroom library/Prepare a	**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 list 10 of books/Journals in social sciences with all bibliographic details for purchasing to the classroom library. vi. Draw different types of maps of World, India, and locality /Create a comparative timeline of events in India and world of Modern

Text book Material for a Particular Topic. v. Draw different types of maps of World, India, and locality /Create a comparative timeline of events in India and world of Modern age/prepare a plan based on any one Model of Teaching. vi. Prepare a sample of Different Types of Test items on different objectives/ Select a concept in Social Science prepare a diagnostic test vii. Prepare a sample Content analysis /Prepare instructional objectives/Learning Activity/Learning Experience of a Topic from standard 6th or 10^{th}	age/prepare a plan based on any one Model of Teaching. vii. Prepare a sample of Different Types of Test items on different objectives or Select a concept in Social Science prepare a diagnostic test viii. Prepare a sample Content analysis, Prepare instructional objectives, Learning Activity, Learning Experience of a Topic from standard 6th or 10^{th}.

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

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: Pedagogy of Teaching Subjects

Group-IV: Pedagogy of Mathematics

PEDAGOGY OF MATHEMATICS

Time: 3 Hours **Max. Marks: 100**

(External: 70, Internal: 30)

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 14 marks. There will be four short - answer type Questions of 4, 4, 3, and 3 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 14 marks each.**
iv. **All questions will carry equal marks.**

Learning Outcomes

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

- understand the nature of mathematics
- develop an understanding of the correlation of mathematics with external subjects
- teach the concepts and principles of mathematics.
- select appropriate methods of teaching to teach mathematics.
- develop an understanding of innovative trends in teaching of Mathematics
- develop achievement test in mathematics;
- understand preparation and use of diagnostic test and organize remedial teaching;
- understand the application of appropriate evaluation techniques in mathematics

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:** Identification of concept, listing behavioral outcome, listing activity & experiments, listing evaluation techniques
- **Contents for Pedagogical Analysis:**
  - Arithmetic (Number Systems, Fractions, Ratio and Proportion, Profit and Loss, Simple and Compound Interest)
  - Algebra (Polynomials, Linear equations, Quadratic equations Arithmetic Progressions)
  - Geometry (Congruent and Similar triangles, Constructions and Circles),
  - Trigonometry (t-ratios, Heights and Distances)
  - Statistics (Measures of Central Tendency and Graphical Representation of Data)
  - Menstruation (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

3. 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 in Mathematics
- 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

4. **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,
    - Brain Storming,
    - 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

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

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

CFAI. (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.

Kapur S. K. (2005); Learn and Teach Vedic Mathematics; Lotus Publication

Kapur, J. N. (2002). Suggested experiments in school mathematics. New delhi: Arya Book Depot.

Kulshreshtha, A. K. (2008). *Teaching of Mathematics*. Meerut: R.Lall Books Depot.

Nalikar, J. V., & Narlikar, M. (2001). *Fun and fundamentals of mathematics*. Hyderabad: Universities Press.

Ploker, Kim (2009), *Mathematics in India*: 500 BCE–1800 CE, Princeton, NJ: Princeton University Press,

Pratap, N. (2008). Teaching of Mathematics. Meerut: R.Lall Books Depot. Publications.

Reymond, B. (2000). Math-tricks, puzzles and games. New Delhi: Orient Paperbacks.

Schwartz, S. L. (2007). *Teaching young children mathematics*. London: Atlantic Publishers & Distributors (P) Ltd.

Sharan, R., & Sharma, M. (2006). Teaching of Mathematics. New delhi: A.P.H. Publishing Corporation.

Sharma, R. A. (2008). *Technological foundation of education.* Meerut: R.Lall Books Depot.

Siddizui, M. H. (2005). *Teaching of mathematics*. New Delhi: A.P.H. Publishing Corporation.

Sidhu, K. S. (2006). *The teaching of mathematics*. New Delhi: Sterling Publishers private ltd.

Singh, M. (2006). *Modern teaching of mathematics*. New Delhi: Anmol Publications Pvt.Ltd.

Tyagi, S.K. (2004); *Teaching of Arithmetic*; Commonwealth Publications

Wadhwa, S. (2008). *Modern methods of teaching mathematics*. New Delhi: Karan Papers Backs.

Course 12: EPC-1

Reading and Reflecting on Text.

Max. Marks :50

Time: 3 Hours **(External: 25, Internal: 25)**

Learning Outcomes

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

- Read and respond to a variety of texts in different ways: personal, creative & critical
- Get involved in the readings interactively-individually and in small groups and enhance capacities as active readers and writers.
- Comprehend and think reflectively on spoken or written texts.
- Read critically and analyze course readings and pedagogical experiences.

COURSE CONTENT

Existing	Corrected

Unit 1
• **General Orientation**
  • Communication- concept and type of communication, overcoming barriers of communication.
  • Identifying and describe some differences in dhonemic system of language spoken by learners (in first and second language).
  a. Engaging with narrative and descriptive accounts. The selected text could include stories or chapter from fiction, dramatic incidence, vivid descriptive accounts, or even well produced trip stories.
Suggested Activities:
i. Exposure (native speaker) to give students by using ICT followed by discussion.
ii. Narrating/describing a related account from one's life experience (in front of a smaller group) by student -teacher.
iii. Re-telling the account – in one's own words/from different points of view (talking turns in a smaller group).
iv. Discussion of chapter character and situation sharing interpretation and points of view (in a small group)
v. Writing based on text, e. g. summary of scene, extrapolation of a story, converting a situation into a dialogue, etc. (individual text).
	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.

Unit II

- Engaging with popular subject- based expository writing (educational and writing) Spelling and punctuation.

- The selected text could include articles, Essays and biographical writing with themes that are drawn from the subject area of the students, teachers (various sciences, Mathematics, social sciences, language.)

Suggested Activities:

i. Attending the writing style, subject specific, vocabulary and perspective or reference frame in which different topic are presented- (group discussion).

ii. Writing a review or a summary of the text, with comments and opinion.

- **Engaging with journalistic writing**
- Student teacher will select newspaper/magazine articles on topics of contemporary issues.
- Analyze the structure use of articles by identifying sub-heading, keywords, sequencing of ideas, use of concrete details and statistical representation.
- Articles on topics of interest for write collage magazine/wall.

Unit III

- **Engaging with subject – related reference books.**
  - **Sequence of Activities**
    i. Students teacher (in small group) will make a choice of a specific topic in their subject area which they could research from a set of available references books.
    ii. Search relevant references books from library/internet source and extract relevant information.
    iii. Makes notes on these ideas in some schemative from (flow diagram/mind map)
    iv. Plan a presentation with display and oral comments.
    v. Make presentation to whole group.

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: EPC-3

Critical Understanding of ICT

Max. Marks :50

Time: 3 Hours **(External: 25, Internal: 25)**

Learning Outcomes

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

- acquire knowledge of computers, its accessories and software.
- acquire the skills of operating a computer in multifarious activities and integrate technology into classroom teaching learning strategies.
- demonstrate the use of MS Windows
- develop skill in using MS-Word, Power points and Spread sheets.
- acquire skill in accessing world wide web and Internet and global accessing of information.
- Interact with ICT and its integration in education.
- select and use effectively ICT tools and relevant software applications for specific purpose in teaching learning process.

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 McGrow 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.

B.Ed II

Course-5
GENDER, SCHOOL AND SOCIETY

Max. Marks :50

Time: 1.30 Hours **(External: 35, Internal: 15)**

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 7 marks. There will be two short - answer type Questions of 4 and 3 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 14 marks each.**

Rationale

The course on "Gender, School and Society" will focus on the gendered roles in society, through a variety of institutions such as family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state.

Learning Outcomes

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

- Understand the basic terms, concepts used in gender studies**.**
- To describe equity and equality in relation with different aspects of society.
- To understand psychological and sociological perspectives of sex and gender.
- To understand paradigm shift under gender studies.
- To become aware about gender inequalities in school.
- To explain the issues related to gender.

Existing	Corrected
Unit – I **1. Gender Studies: Paradigm Shift** • Meaning of gender equality, need & importance • Paradigm shift from women studies from gender studies: Some land marks from social reform 19th to 21st studies	**Unit – I** **1. Gender Studies: Paradigm Shift** • Concept of gender: Issue of masculinity and femininity • Paradigm shift from women studies from gender studies: Some land marks from social reform 19th to 21st century

2. Gender Issues • Concept of gender: Issue of muscularity and familiarity • Equity and equality: Psychological and sociological perspective • Emergence of gender specific roles, cross cultural perspective **Unit – II** **3. Gender Inequalities and strategies for change** • Gender Inequality in School: School curriculum, Text book, classroom processes, and student teacher interaction • Strategies for change: policy and management in the school **4. Social construction of gender** • Philosophical and sociological theories of gender • Gender identity, family, media gender role and stereo types • Social construction of gender during late childhood and adolescence	**2. Social construction of gender** • Philosophical and sociological theories of gender • Gender identity, family, media gender role and stereo types • Social construction of gender during late childhood and adolescence **Unit – II** **3. Gender Issues** • Equity and equality: Psychological and sociological perspective • Emergence of gender specific roles, cross cultural perspective • Need and Importance of Gender Equality **4. Gender Inequalities and strategies for change** • Gender Inequality in School: School curriculum, Text book, classroom processes, and student teacher interaction • Strategies for change: policy and management in the school

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.

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

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 Committtee 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-7: Pedagogy of Teaching Subjects

Group-III: Pedagogy of Languages

(i) PEDAGOGY OF ENGLISH

Max. Marks : 100

Time: 3 Hours **(External: 70, Internal: 30)**

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 14 marks. There will be four short - answer type Questions of 4, 4, 3, and 3 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 14 marks each.**

LEARNING OUTCOMES

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

- Familiarize with the elements of English language.
- develop linguistic skills among their pupils.
- conduct pedagogical analysis of the content in English language and develop teaching skills.
- make effective use of introduction aids in teaching of English.
- evaluate the performance of the students.
- explain various teaching methods of English.

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
   - Pedagogical analysis of Prose, Poetry, Grammar, Composition: Objectives and Lesson Planning.

Unit-II

2. **Development of Linguistic Skills, Methods and Approaches of Teaching**

- 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.
- Teaching grammar – Deductive and Inductive Approach.
- Methods and Approaches of Teaching: Direct, Bilingual, Interactive Communicative Approach, Co-operative learning approach.

Unit-III

3. **Teaching Learning Resources & Processes**
   - Features of English Pronunciation: Stress, juncture and intonation.
   - 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**
   - Qualities of a good teacher of English
   - 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 folkales and folklores and translate in English.
v. Organise a workshop on improving communication skills of students in a rural school.

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

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* (2nd ed.). Meerut : Surya Publication.
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: Nav Publications.
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 : Vinay Rakheja
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-7: Pedagogy of Teaching Subjects

Group-III: Pedagogy of Languages

(ii) fgUnh f'k{k.k

Time: 3 Hours **Maximum Marks: - 100**
(External: 70, Internal - 30)

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- fgUnh f'k{k.k dh fofHkUu fof/k;k dk oxhdj.k dj ldxA
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Note: Practicum/ Sessionals are Assignments for Internal Assessment.

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Course-7: Pedagogy of Teaching Subjects

Group-IV: Pedagogy of Mathematics

PEDAGOGY OF MATHEMATICS

Time: 3 Hours **Max. Marks: 100**

(External: 70, Internal: 30)

NOTE FOR PAPER SETTER

v. **Paper setters will set nine questions in all, out of which students will be required to attempt five questions.**

vi. **Q. No 1 will be compulsory and will carry 14 marks. There will be four short - answer type Questions of 4, 4, 3, and 3 marks each to be selected from the entire syllabus.**

vii. **Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.**

viii. **All questions will carry equal marks.**

Learning Outcomes

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

- understand the nature of mathematics
- develop an understanding of the correlation of mathematics with external subjects
- teach the concepts and principles of mathematics.
- select appropriate methods of teaching to teach mathematics.
- develop an understanding of innovative trends in teaching of Mathematics
- develop achievement test in mathematics;
- understand preparation and use of diagnostic test and organize remedial teaching;
- understand the application of appropriate evaluation techniques in mathematics

COURSE CONTENT

Unit-I

5. 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

6. Pedagogical Analysis and Lesson Planning

Meaning and importance of Pedagogical Analysis

- **Points followed for Pedagogical Analysis:** Identification of concept, listing behavioral outcome, listing activity & experiments, listing evaluation techniques
- **Contents for Pedagogical Analysis:**
  - Arithmetic (Number Systems, Fractions, Ratio and Proportion, Profit and Loss, Simple and Compound Interest)
  - Algebra (Polynomials, Linear equations, Quadratic equations Arithmetic Progressions)
  - Geometry (Congruent and Similar triangles, Constructions and Circles),
  - Trigonometry (t-ratios, Heights and Distances)
  - Statistics (Measures of Central Tendency and Graphical Representation of Data)
  - Menstruation (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

7. 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 in Mathematics
- 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

8. **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,
    - Brain Storming,
    - Home Assignment
- Evaluation**:** Meaning, importance and types of evaluation**.**
- Preparation of diagnostic and achievement test.

Praticum/Sessional

Any one of the following

vi. Critical study of mathematics text book of secondary school.
vii. Prepare any one self-made teaching aid for teaching of Mathematics in secondary school
viii. Prepare an achievement test of mathematics
ix. Prepare a diagnostic tests of mathematics
x. Prepare slides using MS Power point on any one topic of mathematics

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

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

CFAI. (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.

Kapur S. K. (2005); Learn and Teach Vedic Mathematics; Lotus Publication

Kapur, J. N. (2002). Suggested experiments in school mathematics. New delhi: Arya Book Depot.
Kulshreshtha, A. K. (2008). *Teaching of Mathematics*. Meerut: R.Lall Books Depot.

Nalikar, J. V., & Narlikar, M. (2001). *Fun and fundamentals of mathematics*. Hyderabad: Universities Press.

Ploker, Kim (2009), *Mathematics in India*: 500 BCE–1800 CE, Princeton, NJ: Princeton University Press,

Pratap, N. (2008). Teaching of Mathematics. Meerut: R.Lall Books Depot. Publications.

Reymond, B. (2000). Math-tricks, puzzles and games. New Delhi: Orient Paperbacks.

Schwartz, S. L. (2007). *Teaching young children mathematics*. London: Atlantic Publishers & Distributors (P) Ltd.

Sharan, R., & Sharma, M. (2006). Teaching of Mathematics. New delhi: A.P.H. Publishing Corporation.
Sharma, R. A. (2008). *Technological foundation of education.* Meerut: R.Lall Books Depot.

Siddizui, M. H. (2005). *Teaching of mathematics*. New Delhi: A.P.H. Publishing Corporation.

Sidhu, K. S. (2006). *The teaching of mathematics*. New Delhi: Sterling Publishers private ltd.

Singh, M. (2006). *Modern teaching of mathematics*. New Delhi: Anmol Publications Pvt.Ltd.

Tyagi, S.K. (2004); *Teaching of Arithmetic*; Commonwealth Publications

Wadhwa, S. (2008). *Modern methods of teaching mathematics*. New Delhi: Karan Papers Backs.

Course 8
KNOWLEDGE AND CURRICULUM

Max. Marks: 100
Time: 3 Hours **(External: 70, Internal: 30)**

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 14 marks. There will be four short - answer type Questions of 4, 4, 3, and 3 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 14 marks each.**

Rationale:

The course "Knowledge and Curriculum" addresses the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and contexts, and the relationship between curriculum, policy and learning to shape the educational and pedagogic practice with greater awareness.

Learning Outcomes

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

- To understand and explore the concept of education
- To develop understanding of philosophical, sociological and historical dimensions of education
- Analyze the philosophical reflections and educational thoughts of great Educational thinkers
- Understand the nature of knowledge in Education and its contribution to status of
- Education as a discipline and interdisciplinary in nature
- Realize the need and importance of equity and equality in education
- Examine the concerns and issues related to curriculum.

Course Contents

Unit-I

1. **Knowledge Basis of Education**

- Basic concepts of Education: Teaching, Training, Learning, Skill, Beliefs and Education.
- Contribution of Gandhi & Tagore in relation to child-centered education (activity, Discovery, Dialogue)
- Concept, sources & types of Knowledge

Unit-II

2. Social Basis of Education

- Basic concepts of Society: Socialization, Equity and Equality, Modernity with reference to industrialization, democracy and individual Autonomy.
- 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 and References, 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 nearby 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 determinates 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.

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

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*. Calcultta.: Calcultta 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

ASSESSMENT FOR LEARNING

Max. Marks: 100

Time: 3 Hours **(External: 70, Internal: 30)**

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 14 marks. There will be four short - answer type Questions of 4, 4, 3, and 3 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 14 marks each.**

Rationale:

The course "Assessment for Learning" aims to develop a critical understanding of issues in assessment and explore realistic, comprehensions and dynamic assessment processes which are culturally responsive for use in classroom.

Learning Outcomes

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

- Understand the nature of assessment and evaluation and their role in teaching-learning process.
- Understand the importance of assessment in continuous and comprehensive manner
- Develop assessment tasks and tools to assess learner's competence and performance
- Devise marking, scoring and grading procedures,
- Devise ways of reporting on student performance
- Analyse, manage and interpret assessment data.
- Develop the habit of reflecting-on and self-critiquing to improve 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 tests- steps, procedure and uses
- Construction of diagnostic test – Steps, uses & limitation
- Kinds of tasks: 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's 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.

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

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

CREATING AN INCLUSIVE SCHOOL

Max. Marks: 50

Time: 1.30 Hours **(External: 35, Internal: 15)**

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 7 marks. There will be two short - answer type Questions of 4 and 3 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 14 marks each.**

Rationale

The course "Creating an inclusive school" aims to develop an understanding of the cultures, Policies and Practices that need to be addressed in order to create an inclusive school.

Learning Outcomes

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

- To define the concept of Disability, Inclusion, Psychosocial construct of disability and identity.
- The course aims to develop an understanding of the Cultures, Policies and Practices that need to be addressed in order to create an inclusive school.
- To analyze the policy and Programme initiatives in the area of inclusion and barrier to learning and participation while formulating a policy of good practice and review.
- To understand how barriers of learning arise from various discriminatory practices, curriculum, teaching approaches, school organization, and various other social and cultural factors.
- To study the role of children, Parents, Community, Teachers, Administrators and Policy Makers in terms of inclusion.
- To explore and understand the possibility of change through inclusive education

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 counseling 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

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

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 (Optional)

(i) ENVIRONMENT EDUCATION

Max. Marks: 50

Time: 1.30 Hours **(External: 35, Internal: 15)**

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 7 marks. There will be two short - answer type Questions of 4 and 3 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 14 marks each.**

Learning Outcomes

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

- acquaint the concept , need ,scope and objectives of Environmental Education.
- sensitize the global environmental problem.
- explain teaching-learning strategies & evaluation techniques in Environmental Education.
- understand the curriculum development of environmental education.
- understand the role of Media & internet in environmental Issues.
- sensitize toward Environmental disasters**.**

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, Thelisi conference and Earth Summit.
   - Objective 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 electronic media, mass media and computers in environmental education.
   - Curriculum development: India explainer, formal and non-formal approach.
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

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

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.
Laeeq 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 (Optional)

(ii) PEACE EDUCATION

Max. Marks: 50

Time: 1.30 Hours **(External: 35, Internal: 15)**

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 7 marks. There will be two short - answer type Questions of 4 and 3 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 14 marks each.**

Learning Outcomes

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

- to understand the concept of peace education.
- to acquire the knowledge about peaceful mind makes peaceful world.
- to understand the philosophical thoughts for peace.
- understand the nature of conflicts and their resolution.
- to develop the ability to use various methods and techniques for teaching peace education.
- adopt peace education in the curriculum.
- imbibe the knowledge, attitude and skills needed to achieve and sustain a global culture of peace.
- understand the dynamics of transformation of violence into 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.

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

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 (Optional)

(iii) HEALTH, PHYSICAL AND YOGA EDUCATION

Max. Marks: 50

Time: 1.30 Hours **(External: 35, Internal: 15)**

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 7 marks. There will be two short - answer type Questions of 4 and 3 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 14 marks each.**

Learning Outcomes:-

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

- explain the concept of Health, Physical and Yoga Education along with their roles for a healthy Individual.
- under stands the basis of Diet and Nutrition.
- acquaint themselves with ways and means to protect pollution and Global Warming.
- understand correct posture
- understand and apply various ways and means for the safety and security of the child.

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.

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

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 (Optional)

(iv) GUIDANCE AND COUNSELLING

Max. Marks: 50

Time: 1.30 Hours **(External: 35, Internal: 15)**

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 7 marks. There will be two short - answer type Questions of 4 and 3 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 14 marks each.**

Rationale

The course on "Guidance and Counselling" is designed to introduce the student teacher to the study of concept of Guidance and Counselling, assessing an individual with testing and non testing techniques of guidance and organization of guidance services in the schools.

Learning Outcomes

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

- explain the concepts of guidance and counseling.
- describe educational, vocational and personal guidance.
- understand the need of assessing an individual.
- familiarize with testing and non-testing devices of guidance.
- get aware of the organization of guidance services in the schools.

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 Counseling, 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.

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

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 LalI 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: EPC-2
Drama and Art in Education

Max. Marks: 50
Time: 3 Hours **(External: 25, Internal: 25)**

Learning Outcomes

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

- develop aesthetic sensibilities in students to learn the use of art in teaching- learning.
- shape student consciousness through introspection and imagined collective experiences

1. **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.
2. **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.
   - 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: EPC-4
Understanding the self

Max. Marks: 50

Time: 3 Hours **(External: 25, Internal: 25)**

Existing	Approved & Included
NIL	**Objectives** • To enable the student teacher to discover oneself. • To orient the student teacher the significance of knowing oneself. • To understand the process of identity formation. • To examine the effects of stereotyping and prejudice. • To equip student teachers with skills for empathetic listening and self expression. • To evolve as a progressive and flexible teacher. **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 refelective teacher. San Francisco. CA:Johm 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. Personality and social psychology Bulletin, 30. 1009-1017. Gurol.A (2010). Determing the relective thinking skills of pre-service teachers in learning and teaching process. Firat University. Turkey.

KURUKSHETRA UNIVERSITY
KURUKSHETRA

(Established by the State Legislature Act-X-II of 1956)

M.Ed. (2-Years)

(Four Semesters)

SYLLABUS–CBCS

(w.e.f. 2020-21)

DEPARTMENT OF EDUCATION

10(2020)

Annexure-I

CORRECTED DETAILED SCHEME OF EXAMINATION

(CBCS w.e.f. 2020-21)

M.Ed. (2-Years)

(As per Curriculum Framework: Two-Year M.Ed. Programme, as approved in the NCTE Recognition Norms and Procedures, 2014)

The duration of the course leading to the Degree of Masters of Education (M.Ed.) will be two academic years i.e. four semesters.

COURSE	Nomenclature of the Course	Credit	Total Marks	Ext. Ass.	Int. Ass.
Semester – I					
MED101	Psychology of Learning & Development	4	100	70	30
MED102	History and Political Economy of Education	4	100	70	30
MED103	Education Studies	4	100	70	30
MED104	Introduction to Research Methods	4	100	70	30
MED105	Communication Skills & Expository Writing	1	25	25 (Ext-15 &Int-10) (joint evaluation by internal & external examiner)	
MED106	Self Development	1	25	25 (Ext-15 &Int-10) (joint evaluation by internal & external examiner)	
TOTAL (of Semester - I)		**18**	**450**	**-**	
Semester – II					
MED201	Philosophy of Education	4	100	70	30
MED202	Sociology of Education	4	100	70	30
MED203	Curriculum Studies.	4	100	70	30

MED204	Teacher Education: Pre-service & In-Service	4	100	70	30
MED205	Dissertation	2	50	50 (Ext-35 &Int-15) (joint evaluation by internal & external examiner)	
MED206	Internship in a TEI	4	100	100 (Ext-70 &Int-30) (joint evaluation by internal & external examiner)	
MED207(A): OESS/ MOOCs Course - I	The students are required to opt any one OESS/ MOOCs Course (available during the ongoing session of M.Ed. Programme) being offered by any Department/ University. The students are required to opt one OESS in Semester – II and one MOOCs Courses (available on SWAYAM Portal) in Semester – III (or as per the guidelines or directions issued by the regulatory bodies or university in this regard from time to time)	0	50	To be evaluated by the external agency i.e. the parent Department/ University offering the course, or as per the decision taken by the University in this context.	
MED207(B): OESS – Course – I : CURRICULUM STUDIES	The students of other Teaching Departments of Kurukshetra University can opt this OESS – Course - I (available during the ongoing session of M.Ed. Programme) being offered by Department of Education, Kurukshetra University, Kurukshetra.	02	50	To be evaluated by the Department of Education, Kurukshetra University, Kurukshetra offering the course, or as per the decision taken by the University in this context.	
TOTAL (of Semester - II)		**22**	**600**	-	
Semester – III					
MED301(A)	Specialization Course – I (Stage specific)(student can opt any one stage in Course MED301 & MED302) Elementary education	4	100	70	30
MED301(B)	Secondary & Senior Secondary	4	100	70	30

	Education				
MED302(A)	Specialization course –II (Stage specific) Elementary Education (student can opt any one stage in Course MED301 & MED302)	4	100	70	30
MED302(B)	Secondary & Senior SecondaryEducation	4	100	70	30
	student can opt any one stage for both Course MED301 & MED302				
MED303	Advanced Educational Research.	4	100	70	30
MED304	Teacher Education: Perspective, Research and issues in Teacher Education.	4	100	70	30
MED305	Internship	4	100	100 (Ext-70 & Int-30) (joint evaluation by internal & external examiner)	
MED306	Dissertation	2	50	50 (Ext-35 & Int-15) (joint evaluation by internal & external examiner)	
MED307	Academic Writing.	2	50	50 (Ext-35 & Int-15) (joint evaluation by internal & external examiner)	
MED308: OESS/ MOOCs Course - II	The students are required to opt any one OESS/ MOOCs Course (available during the ongoing session of M.Ed. Programme) being offered by any Department/ University. The students are required to opt one OESS in Semester – II and one MOOCs Courses (available on SWAYAM Portal) in Semester – III (or as per the guidelines or directions issued by the regulatory bodies or university in this regard from time to time)	0	50	To be evaluated by the external agency i.e. the parent Department/ University offering the course, or as per the decision taken by the University in this context.	
MED207(B):	The students of other Teaching Departments of Kurukshetra University can	02	50	To be evaluated by the Department of Education,	

OESS – Course – II : UNDERSTANDING TEACHING AND TEACHING METHODS	opt this OESS – Course - I (available during the ongoing session of M.Ed. Programme) being offered by Department of Education, Kurukshetra University, Kurukshetra.			Kurukshetra University, Kurukshetra offering the course, or as per the decision taken by the University in this context.	
TOTAL (of Semester - III)		**24**	**650**	**-**	
Semester – IV					
MED401	Specialization Courses (Student can opt any three)				
	(A) (i) Education: Policy, Economics and Planning (at Elementary level)	4	100	70	30
	(A)(ii) Education: Policy, Economics and Planning (at Secondary and Senior Secondary level)	4	100	70	30
	(B) (i) Management & Administration of Education (at Elementary level)	4	100	70	30
	(B)(ii) Management & Administration of Education (at Secondary and Senior Secondary level)	4	100	70	30
	(C) (i) Inclusive Education (at Elementary level)	4	100	70	30
	(C)(ii) Inclusive Education (at Secondary and Senior Secondary level)	4	100	70	30
	(D) (i) Education Technology (at Elementary level)	4	100	70	30
	(D)(ii) Education Technology (at Secondary and Senior Secondary level)	4	100	70	30
	(E) (i) Educational Measurement and Evaluation (at Elementary level)	4	100	70	30
	(E)(ii) Educational Measurement and Evaluation (at Secondary and Senior Secondary level)	4	100	70	30

	(F) (i) Comparative Education (at Elementary level)	4	100	70	30
	(F)(ii) Comparative Education (at Secondary and Senior Secondary level)	4	100	70	30
	(G) (i) Educational and Vocational Guidance (at Elementary level)	4	100	70	30
	(G) (ii) Educational and Vocational Guidance (at Secondary and Senior Secondary level)	4	100	70	30
MED402	Dissertation	4	100	100 (Ext-70 &Int-30) (joint evaluation by internal & external examiner)	
TOTAL (of Semester - IV)		**16**	**400**	-	
TOTAL (of M.Ed. Two Years Programme)		**80**	**2100**	-	

DURATION: Each credit in a taught course is equated to one hour of teaching or two hours of seminars/ group work/ tutorial/ laboratory work/ field work/ workshop per week for 16 weeks. Thus, a 4-credit course entails 4 hours of regular teaching per week or as much as 8 hours of teaching and other programme activities.

M.Ed. (Semester-I)

COURSE MED101: PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Time- 3 Hrs. Max. Marks-100

Credit-4 Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OBJECTIVES

To enable the student to

1. Understand concepts and principles of Educational Psychology as an applied science.
2. Outline the scope of educational psychology.
3. Describe the process of growth and development.
4. Understand different theories of learning.
5. Explain the process of Motivation.
6. Understand the concept of personality.
7. Understand the methods of personality assessment.

Course Outcomes

1. Learners will be able to recall the relationship of Education & Psychology.
2. Learners will be able to explain the concept and various components of Growth &Development.
3. Learners will be able to write the meaning, areas and determinants of Individual Differences.
4. Learners will be able to define Personality and will be able to explain its determinants, theories and method of assessment.
5. Learners will be able to elaborate theories and measurement of Intelligence.
6. Learners will be able toexplain the meaning & factors influencing Learning.
7. Learners will be able to explain the various theories of Learning.
8. Learners will be able todiscuss the concept & factors affecting Motivation and will also be able to summarize the theories of Motivation.

COURSE CONTENTS

UNIT-I

1. **Concept of Educational Psychology**
   · Relationship of Education & Psychology
   · Meaning & Concept of Educational Psychology.
   · Scope of Educational Psychology

2. **Concept of Growth and Development**
   · General Principles of Growth and Development.
   · Physical Development in Adolescence.

· Social Development in Adolescence.
· Emotional Development in Adolescence.
· Intellectual Development in Adolescence.

UNIT-II

3. Individual Differences

- Meaning and Areas
- Determinants: Role of Heredity and Environment in Developing Individual Differences.
- Implications of Individual Differences for Organizing Educational Programmes.

4. Personality

- Meaning and Determinants
- Types and Trait Theories
- Assessment of Personality by Subjective and Projective Methods.

UNIT-III

6. Intelligence

- Meaning
- Theories: Two Factory theory (Spearman); Multi Factor Theory, Guilford Model of Intellect.
- Measurement of Intelligence (two verbal and two non verbal tests)

7. Learning

- Meaning, Factors Influencing Learning
- Theories of Learning
- Pavlov's Classical Conditioning
- Skinner's Operant Conditioning

UNIT-IV

9. **Hull's Reinforcement Theory**

- Learning by insight.
- Gagne's Hierarchy of Learning Types

10. **Motivation**

- Concept of Motivation.
- Factors affecting Motivation.
- Theories of Motivation:
- Physiological Theory
- Murray's Need Theory.
- Maslow's Theory of Hierarchy of Needs.

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Winston, 1961.
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5. Baller, Warren, R. Charles, Don, C.: The Psychology of Human Growth at Development, New York: Holt, Rinehart and Winston, Inc., 1962.
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M.Ed.(Semester-I)

COURSE MED102: HISTORY AND POLITICAL ECONOMY OF EDUCATION

Time- 3 Hrs. Max. Marks-100
Credit-4 Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

Course objectives:

To enable the students to

1. Get a historical insight into the development of education in Vedic, Buddhist and Medieval period.
2. Get the knowledge of the development of education in pre-Independent and post-Independent India.
3. Explain in detail the constitutional provisions for Education in India.
4. Understand the relationship of education with democracy, National integration and International understanding.
5. Get the knowledge of contemporary in Indian Education in global perspectives.

Course Outcomes

1. Learners will be able to describe education in India during Vedic, Buddhist and Medieval Period.
2. Learners will be able to explain education in India during British Period especially the Macaulay Minutes, Wood's Dispatch and Lord Curzen's Educational Policy.
3. Learners will be able to specify the various recommendations made by various Education Commissions/ Policies in pre-Independent and post-Independent India like Sadler Commission Report (1917), Wardha Scheme of Education (1937), University Education Commission (1948-49), Secondary Education Commission (1952-53), Indian Education Commission (1964-66) & NPE (1986)
4. Learners will be able to elaborateeducation in relation to Democracy, Constitutional Provisions, National Values, Nationalism and International Understanding.
5. Learners will be able to elaborate education in relation to Economic Growth and Development, Socially and Economically Disadvantaged Sections of the Society.
6. Learners will be able to summarizethe concept of Equality of Educational Opportunities and will also be able to describe the local and global perspective of Globalization and its implication for system of Education.

Unit-I

1. Education in India during
    - Vedic
    - Buddhist
    - Medieval period
2. Education in British period
    - Macaulay Minutes
    - Wood's Dispatch of 1854
    - Lord Curzen's Educational policy.

Unit-II

3. Education commissions in pre-Independent and post-Independent India
    - Sadler Commission Report-1917
    - Wardha Scheme of Education-1937
    - University Education Commission- 1948-49
    - Secondary Education Commission-1952-53
    - Indian Education Commission-1964-66
    - NPE-1986

UNIT-III

4. Education in relation to:
    - Democracy
    - Constitutional provisions
    - National values as enshrined in Indian Constitution
    - Nationalism & National integration
    - International Understanding.

Unit-IV

5. Education as related to:
    - Economic growth and investment.
    - Socially and economically disadvantaged sections of the society with special references to scheduled castes, scheduled tribes, women and rural population.
    - Equality of Educational opportunities.
    - Local and global perspectives: implication of globalization for system of Education.

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M. Ed.(Semester-I)

COURSE MED103: EDUCATIONAL STUDIES

Time- 3 Hrs. Max. Marks-100
Credit-4 Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OBJECTIVES

Students will be able to
-Understand and appreciate education a social phenomenon, practice and field of study
-Acquainted with documented related to educational policies and educational programmes.
-Understand educational structure, institution and system.
-Understand and reflect or various issues and concerns in education.

Course Outcomes

1. Learners will be able to elaborateEducation as a phenomenon, practice and field of study.
2. Learners will be able to explain the role of Educational Institutions like UNESCO, UGC, NCERT, NCTE, CBSE, SCERT(s) & DIET(s).
3. Learners will be able to describe the Higher, Secondary and Elementary Education System and also the Educational Structure at Central, State, District, Block and Village Level.
4. Learners will be able to discuss the specific features of various National Programmes and Policies in Education like National policy of Education (1986), Programme of Action (1992), NCF & NCFTE, RTE Act (2010) and SSA,RAMSA & RUSA
5. Learners will be able to discuss the National Issues and Concerns in Education like Universalization of Elementary Education, Globalization of Education, Liberalization of Education, Expansion of Secondary and Higher Education, Issues related to equity, equality and quality of Education, and also the Education of the disadvantaged

UNIT- I Nature of Education

1. Education as a phenomenon
2. Education as a practice
3. Education as a field of study

UNIT- II Educational Institutions and Educational Structure

4. UNESCO,UGC,NCERT,NCTE,CBSE,SCERT(s) & DIET(s)
5. Higher, Secondary and Elementary education system
6. Educational Structure at central, state, district, block and village level

UNIT- III National Programmes and Policies in Education

7. National policy of Education 1986 and Programme of Action 1992
8. NCF & NCFTE
9. RTE Act 2010
10. SSA,RAMSA & RUSA

UNIT- IV National Issues and Concerns in Education

11. Universalization of Elementary Education
12. Globalization of Education
13. Liberalization of Education
14. Expansion of Secondary and Higher Education
15. Issues related to equity, equality and quality of Education
16. Education of the disadvantaged

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M.Ed. (Semester-I)

COURSE MED104: INTRODUCTION TO RESEARCH METHODS.

Time- 3 Hrs. Max. Marks-100
Credit-4 Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OBJECTIVES

Students will be able to
-State the meaning, nature, need, scope and types of research.
-Acquainted with process, criteria and sources of identifying research problem.
-Explain the importance and sources of Review of Related Literature.
-Describe the meaning, characteristics, sources and types of hypothesis.
-Elaborate the concept of population & sample and the various methods of drawing sample in research by reducing the sampling errors.
-Understand the characteristics and application of NPC.
-Apply various Non-Parametric Statistics in educational research.

Course Outcomes

1. Learners will be able to write meaning, nature, need, scope and types of Educational Research.
2. Learners will be able to describe the process of formulating a research problem and also the criteria and sources of identification of research problem.
3. Learners will be able to explain delineating and operationalizing variables in research and will also be able to describe the importance and sources of review of related literature.
4. Learners will be able to state the meaning, characteristics, sources and types of Hypothesis.
5. Learners will be able to explain the concept of population and sample, characteristics of a good sample.
6. Learner will be able to elaborate the need and types of sampling (Probability and Non-Probability Sampling) and will also be able to state the concept of sampling errors and ways of reducing them.
7. Learners will be able to measure central tendency, dispersion, percentile and percentile rank of given educational data.
8. Learners will be able elaborate the characteristics and application of NPC.
9. Learners will be able to differentiate between Skewness and Kurtosis and will be able to explain their uses and applications.
10. Learners will be able toapply the concepts of Chi-square, Hypothesis of equality and Hypothesis of independence (Non-Parametric Statistics).

Unit-I

1. **Educational research**
   Meaning Nature & Sources of Knowledge
   Meaning, Nature, Need & Scope of Educational Research
   Types of Research: Fundamental, Applied & Action.
2. Formulation of Research Problem
   Criteria & Sources of identifying research problem.
   Delineating & operationalizing variables.
   Review of related literature- importance & Sources

Unit-II

3. Hypothesis
   Meaning Characteristics, Sources& types of hypothesis.
4. Sampling
   Concept of population & Sample
   Characteristics of a good sample.
   Need of Sampling
   Probability sampling
   Non probability sampling.
   Sampling errors & ways to reduce them.

Unit-III

5. Descriptive Statistics.
   Nature of Educational Data
   Scales of Measurement
   Measurement of Central tendency.
   Measurement of dispersion.
   Percentile & percentile Rank
6. NPC- its Characterstics
   Applications of NPC

Unit-IV

7. Skewness& kurtosis
   Meaning, uses & applications.
8. Non-Parametric statistics:
   Chi-square test
   Hypothesis of equality.
   Hypothesis of independence.

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11. Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi.
12. Kurtz, A.K. and Mayo S.T. (1980), Statistical Methods in Education and Psychology, Narola, New Delhi.
13. Mcmillion, James H. and Schumarcher, S. (1989), Research in Education: A Conceptual Introduction, Harper and Collins, New York.
14. Mouly, A.J. (1963), The Science of Educational Research, Eurosia, New Delhi.
15. Neuman, W.L. (1997), Social Research Methods: Qualitative and Quantitative Approaches, Allyn and Bacon, Boston.
16. Siegel, S. (1986). Non-parametric Statistic, McGraw Hill, New York.
17. Travers, R,M.W. (1978), An Introduction to Educational Research, Macmillan, New York.
18. Van Delen, D.B. (1962), Understanding Educational Research, Me Graw Hill, New York.
19. Young, P.V. (1960), Scientific Social Surveys and Research, Prentice Hall, New York.

Amended/ Corrected

M.Ed. (Semester-I)

COURSE MED105:COMMUNICATION SKILL & EXPOSITORY WRITING

Credit-1 M.Marks- 25 (Ext-15 & Int-10)

(Joint evaluation by internal & external examiner)

Course Outcomes

1. Learners will be able to write essay/articles on any issue relating to education.
2. Learners will be able to prepare PPT on any topic and will be able to present it effectively.
3. Learners will be able to participate effectively in any discussion.
4. Learners will be able to present content analysis and report on any event/ news related to field of education.

Suggested activities

- Writing essay/articles on any issue relating to education.
- Seminar presentation with PPT (on any one topic).
- Student's discussion (panel/group).
- Content analysis & reporting any one event/news(from electronic/print media) related to field of education.

Amended/ Corrected

M.Ed. (Semester-I)

COURSE MED106: SELF DEVELOPMENT

Credit-1 M. Marks- 25 (Ext-15 & Int-10)

(Joint evaluation by internal & external examiner)

Course Outcomes

1. Learners will be able to organise activities in school in the suggested areas or any other area.
2. Learners will be able to prepare the report of organisation and conduct of such activities.

Activities may be organised in the following given areas (any one); and students are required to prepare and submit a report of the same.

- Gender issues
- Inclusive education
- Health & phy.Edu
- Mental hygiene
- Yoga & well being
- Socio-environmental issues

M.Ed.(Semester-II)

COURSE MED201:PHILOSOPHY OFEDUCATION

Time- 3 Hrs. Max. Marks-100
Credit-4 Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OBJECTIVES

This paper aims at developing the following competencies:

1. Undertaking the nature and functions of philosophy of education.
2. Writing a critical note on the nature of knowledge and knowledge getting process.
3. Understanding the Contribution of various Indian and Western Schools of Philosophy in the field of Education.
4. Critical appraisal of contributions made to education by prominent educational Thinkers
5. Logical analysis, interpretation and synthesis of various concepts, proposition and Philosophical assumption about educational phenomena.

Course Outcomes

1. Learners will be able to reflect on relationship between Education and Philosophy and will also be able to state the meaning and functions of Educational Philosophy.
2. Learners will be able to explain meaning, nature, types and sources of Knowledge and will also be able to list the methods of acquiring knowledge.
3. Learners will be able to elaborate Indian Schools of Philosophy likeVedanta, Sankhya, Buddhism and Islamic traditions with special references to the concept of reality, knowledge and values and their educational implications.
4. Learners will be able to elaborate the Western Schools of Philosophy like Idealism, Realism, Naturalism, Pragmatism andExistentialism with special reference to the concepts of reality, knowledge and values, their educational implications for aims, contents and methods ofEducation.
5. Learners will be able to depict the contribution of Indian thinkers like Vivekananda, Aurobindo, Tagore and Gandhi.
6. Learners will be able to explain the modern concepts of Philosophy like Logical Analysis, Logical Empiricism and Logical Positivism.

COURSE CONTENTS

UNIT –I

·Relationship of Education and Philosophy.
· Meaning of Educational Philosophy.
· Functions of Educational Philosophy.
· Meaning and Nature of Knowledge.
· Types and Source of Knowledge.
· Methods of Acquiring Knowledge.

UNIT-II

Indian Schools of Philosophy-

- Vedanta
- Sankhya,
- Buddhism

Islamic traditions with special references to the concept of reality, knowledge and values and their educational implications.

UNIT – III

Western schools of Philosophy:

- Idealism
- Realism
- Naturalism
- Pragmatism
- Existentialism with special reference to the concepts of reality, knowledge and values, their educational implications for aims, contents and methods of Education.

UNIT-IV

Contributions of Indian Thinkers: - Vivekananda, Aurobindo, Tagore and Gandhi.
Modern Concept of Philosophy:-

·Logical analysis
· logical empiricism and
· Logical Positivism.

SELECTED READINGS

1. Baskin, Wade, Classics in Education, Vision Press London, 1966.
2. Brubacher, John S. Modern Philosophies of Education, Tata McGraw Hill New

Delhi, 1969.
3. Broudy, H.S. Building a Philosophy of Education, Kriager, New York, 1977.
4. Butler, J.D. Idealism in Education, Harper and Row, New York, 1966.
5. Dewey, John. Democracy and Education, MacMillan, New York, 1966.
6. Dupuis, A.M. Philosophy of Education in Historical Perspective, Thomson Press, New Delhi, 1972.
7. Kneller, George F. Foundations of Education John Wiley and Sons, 1978.
8. Morris, Van C. Existentialism in Education What it Means. Haper& Row, New York, 1966.
9. Pandey, R.S. An Introduction to Major Philosphies of Education, VinodPustakMandir, Agra, 1982.
10. M.H.R.D. Towards an Enlightened and Human Society, Department of Education, New Delhi, 1990.
11. Maslow, A.H. (Ed.) New Knowledge in Human Values. Harper and Row, New York, 1959.
12. Narvane, V.S. Modern Indian Thought. Orient Longmans Ltd., New York, 1978.
13. Mukerjee, R.K. Ancient Indian Education, MotilalBanarsidas, Varanasi, 1969.

Amended/ Corrected

M.Ed (Semester-II)

COURSE MED202: SOCIOLOGY OF EDUCATION

Time- 3 Hrs. Max. Marks-100
Credit-4 Ext. -70: Int. -30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

Course objectives-

The students will be able to:

1. Define the meaning and concept of educational sociology.
2. Explain the concept of social organization and factor affecting it.
3. Illustrate Education as a process of social system and socialization.
4. Critically appropriate the issues related to social change, determinate of social change, equity and equality of education opportunities.
5. Explain the important issues like social stratification and social mobility.

Course Outcomes

1. Learners will be able to explain the concept and nature of Educational sociology and sociology of Education and will also be able to reflect on the relationship of Sociology and Education.
2. Learners will be able to describe the meaning and concept of social organization and will also be able to explain the factor influencing social organization folkways, mores, institutions and values.
3. Learners will be able to write the meaning and concept of socialization and will also be able to list agencies of socialization like family, school, society and community and will be further able to discuss the role of Education in Socialization.
4. Learners will be able to define culture, elaborate the nature of culture and will be able to discuss the issues related to culture like Sanskritization, Westernization and Modernization.
5. Learners will be able to state the meaning, concept and nature of Value Educationand will also be able to discuss the role of Education regarding Value Education.
6. Learners will be able to explain meaning and nature of Social Change, elaborate factors determining Social change& constraints of social change in

India like caste, ethnicity, class, language, religion and regionalism, and will be able to elaborate Education and Social Change.

7. Learners will be able to state the meaning, concept and educational implications of Social Stratification.
8. Learners will be able to state the meaning, types, constraints and educational implications of Social Mobility.

Unit-I

- Concept and nature of educational sociology and sociology of Education, relationship of Sociology and Education.
- Social organization- meaning and concept, factor influencing social organization folkways, mores, institution and vales.

Unit-II

- Socialization: meaning and concept of socialization.
  Agencies of socialization: family, school, society and community.
  Role of Education in Socialization.
- Culture: meaning and nature of Culture.
  Issues related to culture (Sanskritization, Westernization and Modrenization)
  Education and Culture.

Unit-III

- Value education: meaning and concept of values and its nature.
  Role of Education regarding values of Education.
- Education and Social Change: meaning and nature.
  Factor determining social change.
  Constraints of social change in India.
  Caste, Ethnicity, Class and Language.
  Religion and regionalism.

Unit-IV

- Social stratification: meaning, concept and its Educational implications.
- Social mobility: meaning, types, constraints on mobility and its educational implications.

SELECTED READINGS

1. Pandey, K.P. Perspectives in Social Foundations of Education. AmitashPrakashan, Ghaziabad, 1983.
2. Havighurst, Robert et al. Society and Education. Allyen and Bacon, Baston, 1995.
3. Gore, M.S. Education and Modernization in India, Rawat Publication, Jaipur, 1984.

4. Kamat, A.R. Education and Social Change In India. Samaiya Publishing co., Bombay, 1985.
5. Maunheim, K. et al. An Introduction to Sociology of Education Routledged and KeganPaul , London, 1962.
6. M.H.R.D. Towards an Enlightened and Human Society, Department f Education, New Delhi, 1990.
7. Inkeles, Alex, What is Sociology? Prentice Hall of India, New Delhi, 1987.
8. Maslow, A.H. (Ed.) New Knowledge in Human Values. Harper and Row, New York, 1959.
9. Mossish, loor, Sociology of Education: An Introduction, George Allen and Unwin, London, 1972.
10. Narvane, V.S. Modern Indian Thought. Orient Longmans Ltd., New York, 1978.
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12. Mukerjee, R.K. Ancient Indian Education, MotilalBanarsidas, Varanasi, 1969.

M.Ed. (Semester-II)

COURSE MED203: CURRICULUM STUDIES

Time: 3 Hours Max. Marks: 100
Credit - 4(External: 70; Internal: 30)

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

Course objectives-

The students will be able to:

1. Define the concept of 'Curriculum' and 'Syllabus'.
2. Explain the process, bases, principles and factors affecting curriculum development.
3. Explain various models of curriculum development and planning.
4. State types of curriculum and various approaches & trends of curriculum.
5. Elaborate the concept of assessment and situational analysis and school readiness in context of curriculum development.
6. Describe the basic curricular skills.
7. Differentiate between formative and summative evaluation of curriculum.
8. Elaborate the role of teacher and various organisations like NCERT, SCERTs, UGC and NCTE in curriculum designing.
9. Explain various methods and models of curriculum evaluation.
10. Explain recent developments and research trends in curriculum designing.

Course Outcomes

1. Learners will be able to differentiate between Curriculum and Syllabus and will be able to state the process and bases of Curriculum Development.
2. Learners will be able to explain Principles and factors affecting Curriculum Development and will be able to elaborate Curriculum and Cognitive Development of Child.
3. Learners will be able to list different types of Curriculum and approaches of Curriculum Development.
4. Learners will be able to write the various curricular trends and will be able to reflect on impact of media, technology and contemporary issues.
5. Learners will be able to depict the various models of curriculum

development and planning.

6. Learners will be able to elaborate Curriculum Planning and Designing earmarking the concept of assessment of need, situational analysis, selection of content & method and school readiness.
7. Learners will be able to explain Basic Curricular Skills with emphasis on Classroom planning, preparation and specific teaching strategies with examination considerations in context of curriculum development.
8. Learners will be able todescribe curriculum transaction and its evaluation and will be able to differentiate between Formative and Summative Evaluation.
9. Learners will be able to explain the methods and models of curriculum evaluation.
10. Learners will be able to present the role of teacher and different organisation in curriculum designing and will be able to reflect on NCF, 2005 and NCFTE, 2009.
11. Learners will be able to elaborate recent developments and research trends in curriculum designing.

UNIT – I

Concept of 'Curriculum' and 'Syllabus' and their scope

Process of curriculum development

Bases of curriculum

Principles of curriculum development

Factors affecting curriculum development

Curriculum and cognitive development of child

- Social reconstruction
- Self-actualization
- Academic rationalization
- Children with special needs

UNIT – II

Types of curriculum - Knowledge based, Activity based, Skill based and Experienced based

Approaches in Curriculum Development - Developmental approach, Functional approach and

- Eclectic approach

Curricular trends

- Lifelong learning
- Futuristic education
- Collaborative curriculum, core curriculum and collateral curriculum

Impact of media, technology and contemporary issues
Models of curriculum development and planning

UNIT – III

Curriculum planning and designing
Assessment of need with respect to individual and environment
Situational analysis
Selection of content and method
Concept of school readiness
Basic curricular skills
- Curricular skills related to cognitive domain
- Curricular skills related to conative domain
- Curricular skills related to affective domain

Classroom planning, preparation and specific teaching strategies with examination considerations in context of curriculum development

UNIT – IV

Curriculum transaction and its evaluation
Formative and summative evaluation
Methods of curriculum evaluation and models of curriculum evaluation
Role of teacher in curriculum evaluation
Role of organisations like NCERT, SCERTs, UGC and NCTE in curriculum designing
NCF, 2005 and NCFTE, 2009
Recent developments and research trends in curriculum designing

SELECTED READINGS

Bobbitt, F. (1918).*The Curriculum*. Boston: Houghton Miffilin. Co.

Denis, L. (1986). *Social Curriculum Planning*. Sydney: Hodder&Stonghton, London.

Edward, A. K. (1960). *The Secondary School Curriculum*. New York: Harper and Row Publishers.

Gakhar, S. C. (2008). *Curriculum Development*.Panipat: N. M. Publishers.

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Lewy, A. (1977). *Handbook of Curriculum Evaluation*. New York: Longman, Inc.

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Oliver, A. (1977). *Curriculum Improvement – A Guide to Problems, Principles and Processes*. New York: Harper and Row.

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Saylor, J. G. & Alexander, W. M. (1960).*Curriculum Planning*. New York: Holt, Rinehart and Winston.

Socket, H. (1976).*Designing the Curriculum*. London: Open Books Publishing Ltd.

Taba, H. (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace and World Inc.

Tanner, D. & Tanner, L. (1980).*Curriculum Development: Theory into Practice*. Chicago: University of Chicago Press.

Tyler, R. S. (1976). *Curriculum Principles and Foundations*. London: Harper and Row Publishers.

Amended/ Corrected

M.Ed(Semester-II)

COURSE MED204: TEACHER EDUCATION- PRE-SERVICE & IN-SERVICE

Time- 3 Hrs. Max. Marks-100
Credit-4 Ext. -70: Int. - 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

Course Objectives-

To enable the students to understand about the:

1. Meaning and concept of teacher education in India.
2. Objectives of teacher education at various levels.
3. Teaching profession and types of teacher education programme.

Course Outcomes

1. Learners will be able to write the concept, need and importance of Teacher Education.
2. Learners will be able to list the objectives of Teacher Education at various levels.
3. Learners will be able to explain the concept, objectives, need and importance of Pre-Service Teacher education.
4. Learners will be able to elaborate objectives & organization of practice teaching and will be able to discuss current problems of teacher education and practicing schools.
5. Learners will be able to explain concept, objectives, need, importance and various agencies for in-service teacher education and will also be able to clarify the status of teacher education through distance mode for in-service education.
6. Learners will be able toelaborate teacher education for adult and non-formal education and will be able to write an essay on professional growth of teachers throughOrientation, Refresher, Workshop, Seminar&Panel discussion.

Course Contents

Unit-I

1. Teacher Education: concept, need and importance.
2. Objectives of teacher education at various level
    - Primary
    - Secondary
    - College Level

Unit-II

3. Pre-Service: concept, objectives, need and importance.
4. Objectives and organization of practice teaching.
5. Current problems of teacher education and practicing schools.

Unit-III

6. In-service: concept, objectives, need & importance.
7. Various agencies for in-service teacher education.
8. Teacher education through distance mode for in-service education.

Unit-IV

9. Teacher education for adult and non-formal education.
10. Professional growth of teachers:
    - Orientation
    - Refresher
    - Workshop
    - Seminar
    - Panel discussion

Selected Readings

1. CABE,(1992). Report of the CABE committee on policy perspectives Govt. of India. MHRD, New Delhi.
2. Dunkin, J. Michal (1987) the International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
3. Husen, Tosten&Postlethwaite(eds.)(1994). The International Encyclopedia of Education, New York. Vol. 1-12, Pergamon Press.
4. Mangla, Sheela(2000). Teacher Education: Trends & strategies, New Delhi, Radha Publishing.

5. Ministry of Education(1964-66), Education and National Development Report of Indian Education Commission, Govt. of India.
6. MHRD (1986) National Policy on Education and Programme of Action. Govt. of India, New Delhi.
7. MHRD (1992) Programme of Action, Department of Education, Govt. of India, New Delhi.
8. Singh, L.C.(ed.)(1990) Teacher Education in India, Source Book NCERT, New Delhi.
9. Smith, E.R.(ed.)(1962) Teacher Education: A Reappraisal, New York, Harper & Row Publishers.
10. Soder, R.(1991). "The ethics of the rhetoric of Teacher Professionalism". Teaching and Teacher Education, 7(3).
11. Stiles, L.J. and Parker, R.(1969) "Teacher Education Programme". Encyclopedia of Educational Research 4th Edition, New York, Macmillan.

Amended/ Corrected

M.Ed. (Semester-II)

COURSE MED205: DISSERTATION

Credit-2 50 (Ext-35 & Int-15)

(Joint evaluation by internal & external examiner)

Course Outcomes

1. Learners will be able to write synopsis effectively and make its presentation.
2. Learners will be able to present effectively the detail of related literature reviewed by him for developing research synopsis.

- Writing synopsis(with review of related literature)and its presentation.

Amended/ Corrected

M.Ed. (Semester-II)

COURSE MED206: INTERNSHIP IN A TEI

Credit – 4 M. Marks: 100 (Ext-70 & Int-30)

(Joint evaluation by internal & external examiner)

Course Outcomes

1. Learners will be able to write lesson plans properly and deliver them effectively in real classrooms of TEI.
2. Learners will be able to design training/ teaching learning material.
3. Learners will be able to understand the role, need and significance of various activities in organised in TEI, and hence would involve himself in all such activities during his internship in TEI.
4. Learners will be able to maintain records of dairy events and also will be able to reflect on various events happening in day to day life.

- Teaching one unit of teacher education curriculum.
- Designing training material/ teaching learning material.
- Involvement in various activities of TEI.
- Records submitted on reflections during internship.

(Evaluation by Mentor Teacher Educator)

MED207(A):OESS/ MOOCs Course – I

Time: One Semester | Max. Marks: 50
Credit: 0 | (External: Internal:)

The students are required to opt any one OESS/ MOOCs Course (available during the ongoing session of M.Ed. Programme) being offered by any Department/ University.

The students are required to opt one OESS in Semester – II and one MOOCs Courses (available on SWAYAM Portal) in Semester – III (or as per the guidelines or directions issued by the regulatory bodies or university in this regard from time to time)

To be evaluated by the external agency i.e. the parent Department/ University offering the course, or as per the decision taken by the University in this context.

MED207(B): OESS – Course – I : CURRICULUM STUDIES

The students of other Teaching Departments of Kurukshetra University can opt this OESS – Course - I (available during the ongoing session of M.Ed. Programme) being offered by Department of Education, Kurukshetra University, Kurukshetra.

To be evaluated by the Department of Education, Kurukshetra University, Kurukshetra offering the course, or as per the decision taken by the University in this context.

Time: One Semester | Max. Marks: 50
Credit: 2 | (External: Internal:)

Objectives

After completing the course teacher educators will be able to

- Define Curriculum and Syllabus
- Identify different components of Curriculum Development
- Understand and analyse various approaches to curriculum development.
- Explain the Impact of media, technology, contemporary issues and various factors on Curriculum Development
- Differentiate the various Models of curriculum development
- Explain the methods of curriculum evaluation
- Elaborate classroom planning, preparation and specific teaching strategies with examination considerations in context of curriculum development
- State the role of teacher in curriculum evaluation

UNIT – I

Concept of 'Curriculum' and 'Syllabus'
Process of Curriculum Development
Bases & Principles of Curriculum Development
Factors affecting Curriculum Development
Impact of media, technology and contemporary issues on Curriculum Development
Types of Curriculum- Knowledge based Curriculum, Activity based Curriculum, Skill basedCurriculum and Experienced based Curriculum
Approaches in Curriculum Development – Development Approach, Functional Approach and Eclectic Approach
Curricular trends
Lifelong learning
Futuristic education
Collaborative curriculum, core curriculum and collateral curriculum
Curriculum and cognitive development of child
Social reconstruction
Self-actualization
Academic rationalization
Children with special needs

UNIT – II

Models of curriculum development
Assessment of need with respect to individual and environment
Situational analysis
Selection of content and method
Concept of school readiness
Classroom planning, preparation and specific teaching strategies with examination considerations in context of curriculum development
Curriculum transaction and its evaluation
Formative and summative evaluation
Methods of curriculum evaluation and models of curriculum evaluation
Role of teacher in curriculum evaluation

SELECTED READINGS

Aggarwal, D. (2007). Curriculum Development: Concept, Methods and Techniques. Book Enclave, New Delhi.

Bobbitt, F. (1918).The Curriculum. Boston: Houghton Miffilin. Co.

Denis, L. (1986). Social Curriculum Planning. Sydney: Hodder&Stonghton, London.

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Goodland, J. (1979). Curriculum Enquiry – The Study of Curriculum Practices. New York: McGraw Hill.

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Hass, G. (1991). Curriculum Planning: A New Approach. Boston: Allyn Bacon.

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Tyler, R. S. (1976). Curriculum Principles and Foundations. London: Harper and Row Publishers.

Wiles, J. W., & Joseph, B. (2006). Curriculum Development: A Guide to Practice. Pearson Publication, London.

Amended/ Corrected

M.Ed. (Semester-III)

COURSE MED301(A):SPECIALISATION COURSE - I

(Elementary Education)

Time- 3 Hrs. Max. Marks-100

Credit-4 Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

Course objectives-

The students will be able to:

1. Present the historical perspective and present status of school education (stage specific).
2. Write the aims and objectives of school education (stage specific).
3. Explain the concept, need and role of school and also its global perspective.
4. Explain the control and finance of institutions and their management.
5. Give critical analysis of curriculum (at that specific stage).
6. Discuss the need and importance of curricular, co-curricular and extra-curricular activities in school.
7. State stage specific methods of teaching.
8. Elaborate the role of ICT in teaching.
9. Describe the need and significance of teaching aids.
10. Elaborate the role of teacher as facilitator of teaching-learning environment.

Course Outcomes

1. Learners will be able to define aims and objectives of School Education.
2. Learners will be able to recall historical perspectives and present status of school education.
3. Learners will be able to elaborate concept, need and role of School and will be able to describe the Institutions, Systems and Structures of School Education.
4. Learners will be able to describe the control & finance of institutions and their management and will be able to present the global perspective of

School Education.

5. Learners will be able to explain Curriculum and its critical analysis (at that specific stage).
6. Learners will be able to explain in detail the Curricular, Co-Curricular and Extra-Curricular Activities.
7. Learners will be able to reflect on various methods of Teaching.
8. Learners will be able to describe the use of ICT and need & significance of teaching aids in teaching.
9. Learners will be able to elaborate the role of teacher as facilitator of teaching-learning environment.

UNIT- I

1. Aims and objectives of school education (at that Stage)
2. Historical perspective
3. Present status

UNIT – II

1. School – concept, need & their role
2. Institutions, systems and structures of school education
3. Control & finance of institutions & their management
4. School education-global perspective

UNIT- III

1. Curriculum (at that specific stage) and its critical analysis
2. Activities – Curricular
   Co- Curricular
   Extra- Curricular

UNIT- IV

1. Methods of teaching (stage specific)
2. Use of ICT in teaching
3. Teaching aids- need &significance
4. Role of teacher as facilitator of teaching – learning environment

Amended/ Corrected

M.Ed. (Semester-III)

COURSE MED301(B): SPECIALISATION COURSE - I

(Secondary and Senior Secondary Education)

Time- 3 Hrs. Max. Marks-100

Credit-4 Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

Course objectives-

The students will be able to:

1. Present the historical perspective and present status of school education (stage specific).
2. Write the aims and objectives of school education (stage specific).
3. Explain the concept, need and role of school and also its global perspective.
4. Explain the control and finance of institutions and their management.
5. Give critical analysis of curriculum (at that specific stage).
6. Discuss the need and importance of curricular, co-curricular and extra-curricular activities in school.
7. State stage specific methods of teaching.
8. Elaborate the role of ICT in teaching.
9. Describe the need and significance of teaching aids.
10. Elaborate the role of teacher as facilitator of teaching-learning environment.

Course Outcomes

1. Learners will be able to define aims and objectives of School Education.
2. Learners will be able to recall historical perspectives and present status of school education.
3. Learners will be able to elaborate concept, need and role of School and will be able to describe the Institutions, Systems and Structures of School Education.
4. Learners will be able to describe the control & finance of institutions and their management and will be able to present the global perspective of

School Education.

5. Learners will be able to explain Curriculum and its critical analysis (at that specific stage).
6. Learners will be able to explain in detail the Curricular, Co-Curricular and Extra-Curricular Activities.
7. Learners will be able to reflect on various methods of Teaching.
8. Learners will be able to describe the use of ICT and need & significance of teaching aids in teaching.
9. Learners will be able to elaborate the role of teacher as facilitator of teaching-learning environment.

UNIT- I

1. Aims and objectives of school education (at that Stage)
2. Historical perspective
3. Present status

UNIT – II

1. School – concept, need & their role
2. Institutions, systems and structures of school education
3. Control & finance of institutions & their management
4. School education-global perspective

UNIT- III

1.Curriculum (at that specific stage) and its critical analysis
2. Activities – Curricular

Co- Curricular
Extra- Curricular

UNIT- IV

1**.** Methods of teaching (stage specific)
2. Use of ICT in teaching
3. Teaching aids- need &significance
4. Role of teacher as facilitator of teaching – learning environment

Amended/ Corrected

M.Ed. (Semester-III)

COURSE MED302(A): SPECIALISATION COURSE- II

(Elementary Education)

Time- 3 Hrs. Max. Marks-100
Credit-4 Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

Course objectives-

The students will be able to:

1. Define the concept of class-room interaction (stage specific).
2. Explain how to manage class room in terms of available resources.
3. Explain the concept of school administration and the duties of Head/ Principal, teacher and class teacher.
4. Describe the system of maintaining records, managing resources and time-table (at that specific stage).
5. Discuss types of evaluation and evaluation of outcomes.
6. State stage specific methods/ tools of evaluation including CCE.
7. Elaborate the issues and concerns over indiscipline & unrest among students.
8. Discuss the problems in school (stage specific).
9. Elaborate the role of School Management Committees.
10. Elaborate the issues and concerns onaddressing children with special needs.

Course Outcomes

1. Learners will be able to define concept of class-room interaction and class-room interaction analysis.
2. Learners will be able to write in detail the management of class room in terms of available resources.
3. Learners will be able to state the concept of school administration and will be able to explain the duties of Head/ Principal, teacher and class teacher.

4. Learner will be able to write note on maintaining records, time-table and managing resources.
5. Learners will be able to describe Evaluation of Outcomes and will be able to specify types of evaluation.
6. Learners will be able to describe various methods/ tool of evaluation including CCE.
7. Learners will be able to discuss and reflect on issues and concerns like Indiscipline & unrest among students, Moral development of students, Problems in schools, School Management Committees, Addressing children with special needs and Action research.

UNIT-I

- Class- room interaction
- Management of class room in terms of available resources
- Class - room interaction analysis

UNIT – II

- School administration
- Duties of Head/ Principal, teacher and class teacher
- Maintaining records
- Time- table
- Managing resources

UNIT- III

- Evaluation of outcomes
- Types of evaluation
- Methods/ tools of evaluation
- CCE

UNIT- IV

- Issues and concerns -
    - Indiscipline & unrest among students
    - Moral development of students
    - Problems in schools
    - School Management Committees
    - Addressingchildren with special needs
    - Action research

Amended/ Corrected

M.Ed. (Semester-III)

COURSE MED302(B): SPECIALISATION COURSE- II

(Secondary and Senior Secondary Education)

Time- 3 Hrs. Max. Marks-100
Credit-4 Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

Course objectives-

The students will be able to:

1. Define the concept of class-room interaction (stage specific).
2. Explain how to manage class room in terms of available resources.
3. Explain the concept of school administration and the duties of Head/ Principal, teacher and class teacher.
4. Describe the system of maintaining records, managing resources and time-table (at that specific stage).
5. Discuss types of evaluation and evaluation of outcomes.
6. State stage specific methods/ tools of evaluation including CCE.
7. Elaborate the issues and concerns over indiscipline & unrest among students.
8. Discuss the problems in school (stage specific).
9. Elaborate the role of School Management Committees.
10. Elaborate the issues and concerns onaddressing children with special needs.

Course Outcomes

1. Learners will be able to define concept of class-room interaction and class-room interaction analysis.
2. Learners will be able to write in detail the management of class room in terms of available resources.
3. Learners will be able to state the concept of school administration and will be able to explain the duties of Head/ Principal, teacher and class teacher.

4. Learner will be able to write note on maintaining records, time-table and managing resources.
5. Learners will be able to describe Evaluation of Outcomes and will be able to specify types of evaluation.
6. Learners will be able to describe various methods/ tool of evaluation including CCE.
7. Learners will be able to discuss and reflect on issues and concerns like Indiscipline & unrest among students, Moral development of students, Problems in schools, School Management Committees, Addressing children with special needs and Action research.

UNIT-I

- Class- room interaction
- Management of class room in terms of available resources
- Class - room interaction analysis

UNIT – II

- School administration
- Duties of Head/ Principal, teacher and class teacher
- Maintaining records
- Time- table
- Managing resources

UNIT- III

- Evaluation of outcomes
- Types of evaluation
- Methods/ tools of evaluation
- CCE

UNIT- IV

- Issues and concerns -
    - Indiscipline & unrest among students
    - Moral development of students
    - Problems in schools
    - School Management Committees
    - Addressing children with special needs
    - Action research

Amended/ Corrected

M. Ed (Semester-III)

COURSE MED303: ADVANCED EDUCATIONAL RESEARCH

Time- 3 Hrs. Max. Marks-100

Credit-4 Ext. -70: Int. - 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

Course objectives-

The students will be able to:

1. Define the concept of research tool and will be able to state the characteristics of good research tool.
2. Explain the characteristics, types and uses of questionnaire.
3. Explain the rating scales in detail including likert&thurstone scales.
4. Describe the approaches to research – Historical, Descriptive and Scientific.
5. Discuss Experimental research and its design.
6. Develop a research synopsis and research report – their characteristics and steps.
7. Compute correlation by using Product Moment & Rank Difference Methods.
8. Explain the concept, uses, assumption and computation of linear regression equation.
9. Elaborate the Significance of statistics & significance of difference between means (independent sample), percentage & proportion and will also be able to compute and interpret it accurately.
10. Describe the meaning, assumption, computation and uses of ANOVA – One Way.

Course Outcomes

1. Learners will be able to list of characteristics of a good research tool and would be able describe research tools and techniques like Questionnaire and Rating Scales emphasising their characteristics, types and uses.
2. Learners will be able to explain different approaches to research like Historical, Descriptive and Scientific.
3. Learner will be able to explain in detail the Experimental Research and its design.

4. Learners will be able to differentiate between research report and research proposal and will be able to write the characteristics and steps of both.
5. Learners will be able to compute Correlation using Product Moment and Rank Difference methods and will be able to write the concept, uses, assumptions and computation of linear regression equation.
6. Learners will be able totell the significance of t-test and will be able to aply it for statistical analysis of data.
7. Learners will be able to state the meaning, assumptions, computation and uses of ANOVA – One Way.

Unit- I

Tools **&**Techniques

1. Characteristics of a good research tool.
   Questionnaire- characteristics, types and uses.
   Rating scales- likert&thurstone scale.
2. Approaches to research
   - Historical research
   - Descriptive research
   - Scientific research

Unit-II

3. Experimental research & its design
4. Research report
   Development of research proposal (synopsis)
   Research Report- dissertation & thesis.
   - Characteristics & steps.

Unit-III

5. Correlation
   - Product Moment
   - Rank Difference
6. Regression & prediction
   Concept, uses, assumptions & computations of linear regression equation.
   Standard error of measurement.

Unit-IV

7. Differentials
   - Tests of significance ‘t’ test.
   - Concept of Null hypothesis

- Standard error
- Type I& Type II error.
- One Tail & Two Tail test.

b. Significance of statistics & significance of difference between means (independent sample), percentage & proportion.

8. ANOVA- One Way
   - Meaning, assumptions, computations & uses.

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2. Aggarwal, Y.P. (1998), The Science of Educational Research: A Source book, Nirmal, Kurukshetra
3. Best, John W. and Kahn James V (1995), Research in Education, Prentice Hall, New Delhi
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13. Mcmillion, James H. and Schumarcher, S. (1989), Research in Education: A Conceptual Introduction, Harper and Collins, New York.
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17. Travers, R,M.W. (1978), An Introduction to Educational Research, Macmillan, New York.
18. Van Delen, D.B. (1962), Understanding Educational Research, Me Graw Hill, New York.

Amended/ Corrected

M.Ed(Semester-III)

COURSE MED304: TEACHER EDUCATION: PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION

Time- 3 Hrs. Max. Marks-100

Credit-4 Ext. -70: Int. - 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

Course Objectives-

1. Aims and objectives of teacher Education in India with its historical perspectives.
2. Different competencies essential for a teacher for effective transaction.
3. Research in various areas of teacher education.

Course Outcomes

1. Learners will be able to explain historical development of teacher education.
2. Learners will be able to state recommendations made by various commissions on teacher education with special emphasis on University Education Commission (1948-49), Mudalior Commission (1952-53), Kothari Commission, NPE 1986, Programme of Action 1992.
3. Learners will be able clarify – Teaching as a Profession and will be able to list the aims and objectives of Teacher Organization.
4. Learners will be able to summarise the need ofProfessional Organization and faculty Improvement Programme.
5. Learners will be able to translate professional ethics and Performance Appraisal.
6. Learners will be able to explain problems of admission to teacher education.
7. Learners will be able to describe areas of research in teacher education and will be able to define teacher effectiveness, modification of teacher behaviour and school effectiveness.

Course Contents

Unit-I

1. Historical development of teacher education.

2. Recommendation of various commissions on teacher education with special emphasis on-
   - University Education Commission(1948-49)
   - Mudalior Commission(1952-53)
   - Kothari Commission
   - NPE 1986
   - Programme of Action 1992.

Unit-II

3. Teaching as a profession
4. Aims and Objectives of Teacher Organization.
5. Need of Professional Organization.
6. Faculty improvement programme.

Unit-III

7. Professional ethics.
8. Performance appraisal
9. Problems of admission to teacher education.

Unit-IV

Areas of research in teacher education

10. Teacher effectiveness
11. Modification of teacher behavior
12. School effectiveness.

Selected Readings

1. CABE,(1992). Report of the CABE committee on policy perspectives Govt. of India. MHRD, New Delhi.
2. Dunkin, J. Michal (1987) the International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
3. Husen, Tosten&Postlethwaite(eds.)(1994). The International Encyclopedia of Education, New York. Vol. 1-12, Pergamon Press.
4. Mangla, Sheela(2000). Teacher Education: Trends & strategies, New Delhi, Radha Publishing.
5. Ministry of Education(1964-66), Education and National Development Report of Indian Education Commission, Govt. of India.
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9. Smith, E.R.(ed.)(1962) Teacher Education: A Reappraisal, New York, Harper & Row Publishers.
10. Soder, R. (1991). "The ethics of the rhetoric of Teacher Professionalism". Teaching and Teacher Education, 7(3).
11. Stiles, L.J. and Parker, R. (1969) "Teacher Education Programme". Encyclopedia of Educational Research 4th Edition, New York, Macmillan.

Amended/ Corrected

M.Ed. (Semester-III)

COURSE MED305: INTERNSHIP

(Stage specific in concerned area of specialization)

Credits-4M.Marks-100 (Ext-70 & Int-30)

(Joint evaluation by internal & external examiner)

Course Outcomes

1. Learners will be able to prepare lesson plans & unit plans and will be able to deliver them effectively (using Programmed Learning / CAI).
2. Learners will be able to prepare question paper and other assessment tools (consisting of MCQ, short answer & long answer questions).
3. Learners will be able to maintain a reflective diary, and will be able to record the day to day happening and also reflect on them.
4. Learners will be able to understand the need and significance of community work/ community survey and will be able to conduct a short community survey and thereby interpret the outcomes of survey.

The following four activities (25 marks each) were decided to be under taken by students during SIP:

A. Preparation of twenty lesson plans & unit plans and delivering two lessons/ day (using programmed learning/ CAI).
B. Preparation a question paper & other assessment tools (compressing of MCQ, short answer & long answer questions).
C. Maintenance of a reflective diary/ journal to record day to day happenings & reflections there on during SIP.
D. Community work/ community survey etc. on any one issue (e.g. SwachtaAbhiyan, Digital Economy, Mid Day meals Scheme, Survey of out of school children, Disability Survey etc.)

Amended/ Corrected

M.Ed. (Semester-III)

COURSE MED306: DISSERTATION

Credits-2 M.Marks-50 (Ext-35 & Int-15)

(Joint evaluation by internal & external examiner)

Course Outcomes

1. Learners will be able to comprehend review of related literature.
2. Learners will be able to select/ develop appropriate research tool for data collection.
3. Learners will be able to report effectively the progress of research work conducted.

- Comprehensive review of related literature, selection/ development of research tool & collection of data
- Submission & presentation of progress report of research work (including all above mentioned items)

Amended/ Corrected

M.Ed.(semester-III)

COURSE MED307: Academic Writing

Credit-2M.Marks- 50 (Ext-35 & Int-15)

(Joint evaluation by internal & external examiner)

Course Outcomes

1. Learners will be able to make review of any book or research article.
2. Learners will be able to write a research article/ paper.
3. Learners will be able to critically reflect on current events/ news related to field of education.

- Book review and review of 2 research articles.
- Writing research article/paper.
- Critical reflections on any 05 current events/news related to field of education.

MED308: OESS/ MOOCs Course - II

Time- 1 Semester | Max. Marks-50
Credit-0 | Ext. - Int. –

The students are required to opt any one OESS/ MOOCs Course (available during the ongoing session of M.Ed. Programme) being offered by any Department/ University.
The students are required to opt one OESS in Semester – II and one MOOCs Courses (available on SWAYAM Portal) in Semester – III (or as per the guidelines or directions issued by the regulatory bodies or university in this regard from time to time

To be evaluated by the external agency i.e. the parent Department/ University offering the course, or as per the decision taken by the University in this context.

MED207(B): OESS – Course – II : UNDERSTANDING TEACHING AND TEACHING METHODS

The students of other Teaching Departments of Kurukshetra University can opt this OESS – Course - I (available during the ongoing session of M.Ed. Programme) being offered by Department of Education, Kurukshetra University, Kurukshetra.

To be evaluated by the Department of Education, Kurukshetra University, Kurukshetra offering the course, or as per the decision taken by the University in this context.

Time- 1 Semester **Max. Marks-50**
Credit-02 **Ext. - Int. –**

PAPER: UNDERSTANDING TEACHING AND TEACHING METHODS

Time: One Semester Max. Marks: 50
Credit: 2 (External:
Internal:)

Objectives

After completing the course learner will be able to:

- Understand the Concept of teaching.
- To differentiate the relation with the modalities & variables in the teaching Process.
- To describe the phases & models of teaching.
- To understand the Strategies of Teaching.

Course Outcomes

1. Learners will be able to write the concept, characteristics and modalities of teaching.
2. Learners will be able to clarify and differentiate between various stages, levels and approaches of teaching.
3. Learners will be able to state meaning, need and elements of models of teaching and will also be able to explain Glaser's Basic Teaching Model and Bruner's Concept Attainment Model in detail.
4. Learners will be able to elaborate in detail and discuss the various methods and strategies of teaching.

UNIT – I

Teaching: Concept & characteristics
Modalities of Teaching: Difference between 'Teaching' and related terms like Training, Instructions, Conditioning, Indoctrination etc.
Process and stages of Teaching
Teaching Skills: Understanding and acquiring teaching skills
Levels of Teaching
Modern approaches to Teaching: Constructivism (Applications of Bruner, Ausubel&Vygotsky's ideas in teaching).

UNIT – II

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.

Teaching Methods

Lecture method

Demonstration Method

Project Method

Problem Solving Method

Constructivist Approach

SELECTED READINGS

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M.Ed.(Semester-IV)

COURSE MED401(A)(i): EDUCATION POLICY, ECONOMICS AND PLANNING

(At Elementary Level)

Time- 3 Hrs. Max. Marks-100

Credit-4 Ext. -70: Int. - 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

Course objectives –

To enable the students to understand about –

1. Meaning, aims, scope and significance of economics of education.
2. Education as consumption v/s as investment.
3. Components, methods and problems in application of the concept of cost in education.
4. Concepts of cost benefit analysis and its limitations.
5. Education and economic development.
6. Meaning and criticism of human capital theory.
7. Meaning of manpower requirement and manpower forecasting – rationale, approach and limitations.
8. Causes and problems of educated unemployment and its effects on economy and their remedies.

Course Outcomes

1. Learners will be able to write the meaning, aims, scope and significance of Economics of Education.
2. Learners will be able to clarify and differentiate Education as consumption or investment and will be able to discuss the difficulties on teaching education as investment or consumption.
3. Learners will be able to explain the concept of Cost of Education – its components, methods of determination and will be able to discuss the problems arising in the application of the concept of cost in education.
4. Learners will be able to explain the concept on Benefits of Education and will be able to discuss the concept of private and social relevance rate of return analysing and its limitations.
5. Learners will be able to establish relationship between Education and Economic development and will be able to state the concept and factors affecting economic growth and development.
6. Learners will be able to elaborate the meaning on Human Capital and will be able to discuss Education as industry and related issues.

7. Learners will be able to describe the meaning of manpower requirement in detail and will be able to differentiate between manpower forecasting and projection – rationale, approaches and limitations.
8. Learners will be able to discuss the causes, problems of educated unemployment and will be able to reflect on the effects of unemployment on economy and their remedies.

Unit – 1

Economics of education.

- Meaning
- Aims
- Scope
- Significance

Education as consumption or investment

- Education as consumption
- Education as investment
- Difficulties on teaching education as investment or consumption.

Unit –II

Cost of education

- Components of education cost
- Methods of determining cost
- Problems arsing in the application of the concept of cost in education.

Benefits of education

- Concept of cost benefit analysing
- Concept of private and social relevance rate of return analysing and its limitations
- Limitations of cost benefit analysis

Unit – III

Education and economic development

- concept of growth and development
- education and economic development
- factor effecting contribution to economic growth development
- Growth producing capacities difficulties involvement in calculation of contributions of education to economic growth

Human capital

- Meaning
- Education as industry
- Issues of economics of education
- Residual approach
- Criticism against human capital theory

Unit –IV

Manpower requirement

- Meaning
- Manpower forecasting
- Difference in forecasting and projection
- Rational of manpower forecasting
- Limitation of forecasting
- Approach of forecasting

Educated unemployment

- Causes.
- Problems
- Effects of unemployment on economy and their remedies.
- Linking of education with job apprehension
- Self employment.

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Amended/ Corrected

M.Ed.(Semester-IV)
COURSE MED401(A)(ii): EDUCATION POLICY, ECONOMICS AND PLANNING
(At Secondary& Senior Secondary Level)

Time- 3 Hrs. Max. Marks-100
Credit-4 Ext. -70: Int. -30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

Course objectives –

To enable the students to understand about –

1. Meaning, aims, scope and significance of economics of education.
2. Education as consumption v/s as investment.
3. Components, methods and problems in application of the concept of cost in education.
4. Concepts of cost benefit analysis and its limitations.
5. Education and economic development.
6. Meaning and criticism of human capital theory.
7. Meaning of manpower requirement and manpower forecasting – rationale, approach and limitations.
8. Causes and problems of educated unemployment and its effects on economy and their remedies.

Course Outcomes

1. Learners will be able to write the meaning, aims, scope and significance of Economics of Education.
2. Learners will be able to clarify and differentiate Education as consumption or investment and will be able to discuss the difficulties on teaching education as investment or consumption.
3. Learners will be able to explain the concept of Cost of Education – its components, methods of determination and will be able to discuss the problems arising in the application of the concept of cost in education.
4. Learners will be able to explain the concept on Benefits of Education and will be able to discuss the concept of private and social relevance rate of return analysing and its limitations.
5. Learners will be able to establish relationship between Education and

Economic development and will be able to state the concept and factors affecting economic growth and development.

6. Learners will be able to elaborate the meaning on Human Capital and will be able to discuss Education as industry and related issues.
7. Learners will be able to describe the meaning of manpower requirement in detail and will be able to differentiate between manpower forecasting and projection – rationale, approaches and limitations.
8. Learners will be able to discuss the causes, problems of educated unemployment and will be able to reflect on the effects of unemployment on economy and their remedies.

Unit – 1

Economics of education.

- Meaning
- Aims
- Scope
- Significance

Education as consumption or investment

- Education as consumption
- Education as investment
- Difficulties on teaching education as investment or consumption.

Unit –II

Cost of education

- Components of education cost
- Methods of determining cost
- Problems arsing in the application of the concept of cost in education.

Benefits of education

- Concept of cost benefit analysing
- Concept of private and social relevance rate of return analysing and its limitations
- Limitations of cost benefit analysis

Unit – III

Education and economic development

- concept of growth and development
- education and economic development
- factor effecting contribution to economic growth development
- Growth producing capacities difficulties involvement in calculation of contributions of education to economic growth

Human capital

- Meaning

- Education as industry
- Issues of economics of education
- Residual approach
- Criticism against human capital theory

Unit –IV

Manpower requirement

- Meaning
- Manpower forecasting
- Difference in forecasting and projection
- Rational of manpower forecasting
- Limitation of forecasting
- Approach of forecasting

Educated unemployment

- Causes.
- Problems
- Effects of unemployment on economy and their remedies.
- Linking of education with job apprehension
- Self employment.

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M.Ed.(Semester-IV)

COURSE MED401(B)(i): MANAGEMENT AND ADMINISTRATION OF EDUCATION

(At Elementary Level)

Time- 3 Hrs. Max. Marks-100

Credit-4 Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OBJECTIVES

1. To acquaint the students with changing concepts of educational management along with their significance.
2. To help the students to understand educational management as a process at elementary level.
3. To develop an understanding in students about education and problems of trends in educational management and administration.
4. To help the students to understand various approaches and problems of educational planning.
5. To assist the students to plan,organize and implement supervisory programmes in educational institutions.

Course Outcomes

1. Learners will be able to write the meaning, nature and scope of Educational Administration and will be able to discuss the relationship among management, administration, supervision and planning.
2. Learners will be able to present a detailed account of development of modern concept of Educational Administration from 1900 to present day emphasising on Taylorism, Administration as a Process (Fayol) and Human Relations Approach to Administration and will be able to elaborate the approach of meeting psychological needs of employees.
3. Learners will be able to elaborate the specific trends in Educational Administration like Decision Making, Organizational Development, Conflict Management & PERT.
4. Learners will be able to summarise meaning, nature, theories, styles and measurements of leadership.
5. Learners will be able to describe the meaning, nature and approaches to Educational Planning in detail and will be able to differentiate between Perspective Planning and Institutional Planning.
6. Learners will be able to elaborate the administrative structure of Education (Stage Specific) at central, state, district, block, cluster and village level.
7. Learners will be able to state the meaning and nature Educational Supervision and will be able to discuss Supervision as Service Activity, Process and Function.

8. Learners will be able to explain the concept and functions of Modern Supervision and will be able to present a detail account of planning, organizing and implementing Supervisory Programme.

COURSE CONTENTS

UNIT-I

1. Meaning, Nature and Scope of Educational Administration, Relationship among management, administration, supervision and planning.
2. Development of modern Concept of Educational Administration from 1900 to present day.
   - Taylorism
   - Administration as a process.
   - Human relations approach to Administration.
3. Meeting the Psychological Needs of Employees.

UNIT-II

4. Specific Trends in Educational Administration:-
   - Decision Making
   - Organizational Development
   - Conflict Management
   - PERT
5. (a) Meaning and Nature of Leadership
   (b) Theories of Leadership
6. (a) Styles of Leadership
   (b) Measurements of Leadership

UNIT-III

7. (a) Meaning and Nature of Educational Planning.
   (b) Approaches to Educational Planning
8. (a) Perspective Planning
   (b) Institutional Planning
9. Administrative Sructure of Elementary education at central, state, district, block, cluster and village level.

UNIT-IV

10..Meaning and Nature of Educational Supervision, Supervision as a :

(a) Service Activity
(b) Process
(c) Function

11.(a) Modern Supervision and Functions of Supervision.
(b) Planning, Organizing and Implementing Supervisory Programmes.

SELECTED READINGS

Bhatnagar, R.P. &Aggarwal, V. (2004).*Educational administration supervision, planning and financing.* Meerut: R. Lall Book Depot.

Burgers, D. & Newton, P. (2014).Educational administration and leadership. New York :Routledge.

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Hatehy, H.J. (1968). *Educational Planning, Programming, Budgeting – A Systems Approach*. New Jesery : Prentice Hall.

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Nachimuthu, K (2015). *Educational Planning, Administration and Management.*Tamilnadu: Iris Publication.

Shukla, P.D. (1983). *Administration of Education in India*. New Delhi :Vikas.

Sinha, P.S.N. (ed.) (2002). *Management and Administration in Govt.* New Delhi : Commonwealth Publishers.

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Wiles Kimbal (1955). *Supervision for Better Schools.* N.Y.: Prentice Hall.

Amended/ Corrected

M.Ed.(Semester-IV)

COURSE MED401(B)(ii): MANAGEMENT AND ADMINISTRATION OF EDUCATION

(At Secondary& Senior Secondary Level)

Time- 3 Hrs. Max. Marks-100

Credit-4 Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OBJECTIVES

a. To acquaint the students with changing concepts of educational management along with their significance.
b. To help the students to understand educational management as a process at secondary level.
c. To develop an understanding in students about education and problems of trends in educational management and administration.
d. To help the students to understand various approaches and problems of educational planning.
e. To assist the students to plan,organize and implement supervisory programmes in educational institutions.

Course Outcomes

1. Learners will be able to write the meaning, nature and scope of Educational Administration and will be able to discuss the relationship among management, administration, supervision and planning.
2. Learners will be able to present a detailed account of development of modern concept of Educational Administration from 1900 to present day emphasising on Taylorism, Administration as a Process (Fayol) and Human Relations Approach to Administration and will be able to elaborate the approach of meeting psychological needs of employees.
3. Learners will be able to elaborate the specific trends in Educational Administration like Decision Making, Organizational Development, Conflict Management & PERT.
4. Learners will be able to summarise meaning, nature, theories, styles and measurements of leadership.
5. Learners will be able to describe the meaning, nature and approaches to Educational Planning in detail and will be able to differentiate between Perspective Planning and Institutional Planning.
6. Learners will be able to elaborate the administrative structure of Education

(Stage Specific) at central, state, district, block, cluster and village level.

7. Learners will be able to state the meaning and nature Educational Supervision and will be able to discuss Supervision as Service Activity, Process and Function.
8. Learners will be able to explain the concept and functions of Modern Supervision and will be able to present a detail account of planning, organizing and implementing Supervisory Programme.

COURSE CONTENTS

UNIT-I

1. Meaning, Nature and Scope of Educational Administration, Relationship among management, administration, supervision and planning.
2. Development of modern Concept of Educational Administration from 1900 to present day.
   Taylorism
   Administration as a process.
   Human relations approach to Administration.
3. Meeting the Psychological Needs of Employees.

UNIT-II

4. Specific Trends in Educational Administration:-
   - Decision Making
   - Organizational Development
   - Conflict Management
   - PERT
5. (a) Meaning and Nature of Leadership
   (b) Theories of Leadership
6. (a) Styles of Leadership
   (b) Measurements of Leadership

UNIT-III

8. (a) Meaning and Nature of Educational Planning.
   (b) Approaches to Educational Planning
8. (a) Perspective Planning
   (b) Institutional Planning
10. Administrative Sructure of Secondary education at central, state, district, block, cluster and village level.

UNIT-IV

10..Meaning and Nature of Educational Supervision, Supervision as a :
   (a). Service Activity
   (b). Process
   (c). Function

11.(a) Modern Supervision and Functions of Supervision.
   (b) Planning, Organizing and Implementing Supervisory Programmes.

SELECTED READINGS

Bhatnagar, R.P. &Aggarwal, V. (2004).*Educational administration supervision, planning and financing.* Meerut: R. Lall Book Depot.

Burgers, D. & Newton, P. (2014).Educational administration and leadership. New York :Routledge.

Bush, T. (2010). *The principles of educational leadership & management*. New Delhi: Sage Publication.

Bush, T. (2010). *Theories of educational leadership and management*. New Delhi: Sage Publication.

Goel, S.L. &Goel. (2009). *Educational administration and management.* New Delhi: Deep and Deep Publication.

Harbison, I.F. (1967). *Educational Planning and Human Resource Development.*Paris : UNESCO.

Harding, H. (1987). *Management Appreciation.*London: Pitman Publishing.

Hatehy, H.J. (1968). *Educational Planning, Programming, Budgeting – A Systems Approach*. New Jesery : Prentice Hall.

Mohanty, J. (2005). *Educational administration, supervision and school management.* New Delhi: Deep & Deep Publication.

Nachimuthu, K (2015). *Educational Planning, Administration and Management.*Tamilnadu: Iris Publication.

Shukla, P.D. (1983). *Administration of Education in India*. New Delhi :Vikas.

Sinha, P.S.N. (ed.) (2002). *Management and Administration in Govt.* New Delhi : Commonwealth Publishers.

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Wiles Kimbal (1955). *Supervision for Better Schools.* N.Y.: Prentice Hall.

M.Ed. (Semester-IV)

COURSE MED401(C)(i): INCLUSIVE EDUCATION (At Elementary Level)

Time- 3 Hrs. Max. Marks-100
Credit-4 Ext. -70 , Int. - 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short-answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal marksi.e. 14.

Course Objectives:

After studying this paper, the prospective teacher educators will be able to-

- Differentiate among mainstreaming, integrated education and inclusive education.
- Describe the Provisions of PWD Act-1995 and National Trust 1999
- Explain the barriers to inclusive education.
- Explain the concept of curricular adaptations and its needs and importance.
- Explain the roles and responsibilities of stakeholders for inclusive education of CWSN

Course Outcomes

1. Learners will be able to differentiate between Marginalization and Inclusive education and will be able to present the historical perspectives on education of children with diverse needs.
2. Learners will be able to differentiate among Mainstreaming, Integrated Education and Inclusive Education and will be able to discuss advantages of inclusive education and various interventions and models of inclusive education.
3. Learners will be able to explain Policies, Programmes and Legislative Provisions with reference to Children with Special Needs.
4. Learners will be able to describe Curricular Adaptations and Accommodations with reference to Children with Special Needs.
5. Learners will be able to present a detailed account of building Inclusive Schools in detail.
6. Learners will be able to criticize roles of Stakeholders, Family and Community with regard to Inclusive Education.

COURSE CONTENTS

Unit- I

Introduction to Inclusive Education

- Marginalization vs Inclusive education – Meaning and definition.
- Historical perspectives on education of children with diverse needs.
- Difference – Mainstreaming, Integrated education and Inclusive education.
- Intervention and Models of inclusive education
- Advantages of inclusive education.

Unit- II

Policies, Programmes and Legislative Provisions with reference to Children with Special Needs (CWSN)

- NPE 1986, POA 1992
- SSA and RMSA
- Persons with Disabilities Act (EO,PR, & FP) - 1995
- Rights of Persons with Disabilities Act-2016
- RCI Act-1992
- National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act- 1999 & Rules, 2014
- National Policy for Persons with Disabilities - 2006
- UNCRPD

Unit –III

Curricular Adaptations and Accommodations

- Meaning, Difference, and Need.
- Specifics for children with Sensory disabilities (VI)
- Specifics for children with Sensory disabilities (HI)
- Specifics for children with Neuro-developmental disabilities.
- Specifics for children with Locomotor disabilities
- Specifics for children withMultiple disabilities.
- Engaging gifted children.

Unit- IV

Building Inclusive Schools

- Identifying and addressing barriers to Inclusive education – Attitudinal, Physical and Instructional.
- Ensuring Physical, Academic and Social Access.
- Leadership and teachers as change agents.
- Index for Inclusion – Indian and Global
- Assistive technology for CWSN

Supports and Collaboration for Inclusive Education

- Stakeholders of Inclusive Education.

- Advocacy for the rights of CWSN – Meaning and importance.
- Family support & involvement for inclusive education
- Community involvement for inclusive education
- Resource mobilization for inclusive education.

Suggested Readings:

Ahuja, A.&Jangira, N. K. (2002). Effective teacher training: Cooperative learning based approach. New Delhi: National Publishing House.

Ashman, A. & Elkins, J. (2002).Educating children with special needs. French Forest, NSW: prentice Hall.

Barlett, L.D. &Weisentein, G.R. (2003).Successful inclusion for educational leaders. New Jersey: Prentice Hall.

Chaote J.S. (1991) Successful mainstreaming. London: Allyn and Bacon.

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Harely, R.K. & Lawrence, G.A. (1977) Vishal impairment in the school. Springfield. IL Charles C. Thomas.

Jangira, N.K. & Mani, M.N.G. (1977). Integrated education of the visually handicapped: Management Perspectives: Gurgaon: Academic Press.

Mohapatra, C.S. (Ed) (2004). Disability management in India: Challenges and commitments,Secunderabad: NIMH

Longone, B. (1990). Teaching retarded Learners: curriculum and methods for improving instruction. Boston: Allyn and Bacon.

Mani, M.N.G. (1992). Technique of teaching blind children New Delhi: Sterling for effective instruction. New Delhi: Merrill.

Muricken, S.J. &Kareparampil, G. (1995). Persons with disabilities in society: Trivandrum: Kerala Federation of the Blind.

Amended/ Corrected

M.Ed. (Semester-IV)

COURSE MED401(C)(i): INCLUSIVE EDUCATION (At Secondary & Senior Secondary Level)

Time- 3 Hrs. Max. Marks-100
Credit-4 Ext. -70 , Int. - 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short-answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal marksi.e. 14.

Course Objectives:

After studying this paper, the prospective teacher educators will be able to-

- Differentiate among mainstreaming, integrated education and inclusive education.
- Describe the Provisions of PWD Act-1995 and National Trust 1999
- Explain the barriers to inclusive education.
- Explain the concept of curricular adaptations and its needs and importance.
- Explain the roles and responsibilities of stakeholders for inclusive education of CWSN

Course Outcomes

1. Learners will be able to differentiate between Marginalization and Inclusive education and will be able to present the historical perspectives on education of children with diverse needs.
2. Learners will be able to differentiate among Mainstreaming, Integrated Education and Inclusive Education and will be able to discuss advantages of inclusive education and various interventions and models of inclusive education.
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4. Learners will be able to describe Curricular Adaptations and Accommodations with reference to Children with Special Needs.
5. Learners will be able to present a detailed account of building Inclusive Schools in detail.
6. Learners will be able to criticize roles of Stakeholders, Family and Community with regard to Inclusive Education.

COURSE CONTENTS

Unit- I

Introduction to Inclusive Education

- Marginalization vs Inclusive education – Meaning and definition.
- Historical perspectives on education of children with diverse needs.
- Difference – Mainstreaming, Integrated education and Inclusive education.
- Intervention and Models of inclusive education
- Advantages of inclusive education.

Unit- II

Policies, Programmes and Legislative Provisions with reference to Children with Special Needs (CWSN)

- NPE 1986, POA 1992
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- National Policy for Persons with Disabilities - 2006
- UNCRPD

Unit –III

Curricular Adaptations and Accommodations

- Meaning, Difference, and Need.
- Specifics for children with Sensory disabilities (VI)
- Specifics for children with Sensory disabilities (HI)
- Specifics for children with Neuro-developmental disabilities.
- Specifics for children with Locomotor disabilities
- Specifics for children withMultiple disabilities.
- Engaging gifted children.

Unit- IV

Building Inclusive Schools

- Identifying and addressing barriers to Inclusive education – Attitudinal, Physical and Instructional.
- Ensuring Physical, Academic and Social Access.
- Leadership and teachers as change agents.
- Index for Inclusion – Indian and Global
- Assistive technology for CWSN

Supports and Collaboration for Inclusive Education

- Stakeholders of Inclusive Education.
- Advocacy for the rights of CWSN – Meaning and importance.
- Family support & involvement for inclusive education
- Community involvement for inclusive education
- Resource mobilization for inclusive education.

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Ashman, A. & Elkins, J. (2002).Educating children with special needs. French Forest, NSW: prentice Hall.

Barlett, L.D. &Weisentein, G.R. (2003).Successful inclusion for educational leaders. New Jersey: Prentice Hall.

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Harely, R.K. & Lawrence, G.A. (1977) Vishal impairment in the school. Springfield. IL Charles C. Thomas.

Jangira, N.K. & Mani, M.N.G. (1977). Integrated education of the visually handicapped: Management Perspectives: Gurgaon: Academic Press.

Mohapatra, C.S. (Ed) (2004). Disability management in India: Challenges and commitments,Secunderabad: NIMH

Longone, B. (1990). Teaching retarded Learners: curriculum and methods for improving instruction. Boston: Allyn and Bacon.

Mani, M.N.G. (1992). Technique of teaching blind children New Delhi: Sterling for effective instruction. New Delhi: Merrill.

Muricken, S.J. &Kareparampil, G. (1995). Persons with disabilities in society: Trivandrum: Kerala Federation of the Blind.

M.Ed. (Semester-IV)
COURSE MED401(D)(i): EDUCATIONAL TECHNOLOGY
(At Elementary Level)

Time- 3 Hrs. Max. Marks-100
Credit-4 Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OBJECTIVES

1. To develop the understanding of concept, origin and characteristics of educational Technology.
2. To enable the students to differentiate between hardware and software.
3. To acquaint the students with skill of farming educational objectives.
4. To develop the skills of designing instructional system.
5. To enable the students to understand Programme Learning.
6. To enable the students to use educational technology for improving teacher's behaviour.

Course Outcomes

1. Learners will be able to state the meaning, scope and types of Educational Technology.
2. Learners will be able to explain in detail the multimedia approach in Educational Technology.
3. Learners will be able to explain Modalities, stages and Levels of Teaching.
4. Learners will be able to write the origin, principles, characteristics and types of Programmed Instructions.
5. Learners will be able to present a detailed account of preparation, writing, try-out and evaluation phases of development of Programme.
6. Learners will be able to able to discuss modification of teaching behaviour, micro-teaching, Flanders Analysis and Simulation.
7. Learners will be able to describe the concept, principles, modes and barriers to Communication and will be able to explain Models of Communication.
8. Learners would be able to write the concept and features of various Models of Teaching belonging to various families.
9. Learners will be able to formulate instructional objectives, perform task analysis and design instructional strategies like lecture, team teaching, discussion, seminars, tutorials and brain storming sessions.
10. Learners will be able to differentiate between Norm Referenced Tests and Criterion Referenced Tests.
11. Learners will be able to elaborate the application of Educational Technology in

distance education.

UNIT CONTENTS

UNIT –I

1. Meaning and Scope of Educational Technology: System approach to Education and its Characteristic, Components of educational Technology – Software and Hardware.
2. Multimedia approach in Educational Technology.

UNIT –II

3. Modalities of teaching – Teaching as different from Indoctrination, instructions, conditioning and training.
4. Stages of Teaching – Pre-active, Interactive and Post active.
5. Teaching as different levels – Memory, understanding and reflective levels of organizing teaching and learning.
6. Programmed Instruction : Origin, Principles and characteristics
7. Types: Linear, Branching and Mathetics.
8. Development of a Programme: Preparation, Writing, Try out and Evaluation

UNIT –III

9. Modification of Teaching Behavior, Micro-teaching, Flanders Interaction Analyses, Simulation.
10. Communication Process: Concept of Communication, Principles, Modes and Barriers to communication, class-room communication (Interaction, Verbal and Non-verbal), Models of Communication:- Shannon and Weaver Model of Communication, Berlo's Model of Communication.
11. Models of Teaching: Concept, Different families of Teaching Models.

UNIT –IV

12. Designing Instructional System: Formulation of instructional objectives, Task Analysis, Designing of Instructional strategies: Lecture, Team Teaching, Discussion, Seminars, Tutorials and Brainstorming sessions.
13. Development of Evaluation Tools: Norm Referenced Tests and Criterion Referenced Tests.
14. Application of Educational Technology in Distance Education: Concept of Distance Education; Distance and open Learning system; Student Support Services: Evaluation strategies in Distance Education; Counseling in Distance Education.

SELECTED READING

1. Davies, I.K., "The Management of Learning," London: Me Graw Hill, 1971
2. Dececco, J.P., "The Psychology of Learning and Instruction", New Delhi, Prentice Hall, 1988.
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4. Kumar, K.L., "Educational Technology", New Delhi : New Age International Publisher, 1996.
5. Locatis, C.N. and Atkinson, F.D., "Media and Technology for Education and Training", London: Charles E. Publishing Co., 1984.

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8. Merrit, M.D. (ED.), "Instructional Design", New York: 1971.
9. Mukhopadhyay, M. (ED.) "Educational Technology", New Delhi: Sterling, 1990.
10. Pandey, K.P. "A First Course in Instructional Technology", Delhi: Amitash Parkashan,1980.
11. Pandey, K.P., "Dynamics of Teaching Behavior, Ghaziabad AmitashParkashan, 1983.
12. Pandey, S.K. "Teaching Communication, New Delhi, Commonwealth Publishers1997.
13. Prcival, F. and Wllington, H., "A Handbook of Educational Technology,: New York, Kogan Page, 1988.
14. Schneider, Arnold E., Donaghy, William C., Newman, Pamela Jane "Organizational Communication"
15. Skinner, B.F., "The Technology of teaching", New York: Appleton Century Crofts, 1968.
16. Vedanayagam, E.G., "Teaching Technology for College Teacher:, New Delhi: SterlingPublisher, 1988

Amended/ Corrected

M.Ed. (Semester-IV)

COURSE MED401(D)(ii): EDUCATIONAL TECHNOLOGY (At Secondary& Senior Secondary Level)

Time- 3 Hrs. Max. Marks-100
Credit-4 Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OBJECTIVES

1. To develop the understanding of concept, origin and characteristics of educational Technology.
2. To enable the students to differentiate between hardware and software.
3. To acquaint the students with skill of farming educational objectives.
4. To develop the skills of designing instructional system.
5. To enable the students to understand Programme Learning.
6. To enable the students to use educational technology for improving teacher's behaviour.

Course Outcomes

1. Learners will be able to state the meaning, scope and types of Educational Technology.
2. Learners will be able to explain in detail the multimedia approach in Educational Technology.
3. Learners will be able to explain Modalities, stages and Levels of Teaching.
4. Learners will be able to write the origin, principles, characteristics and types of Programmed Instructions.
5. Learners will be able to present a detailed account of preparation, writing, try-out and evaluation phases of development of Programme.
6. Learners will be able to able to discuss modification of teaching behaviour, micro-teaching, Flanders Analysis and Simulation.
7. Learners will be able to describe the concept, principles, modes and barriers to Communication and will be able to explain Models of Communication.
8. Learners would be able to write the concept and features of various Models of Teaching belonging to various families.
9. Learners will be able to formulate instructional objectives, perform task analysis and design instructional strategies like lecture, team teaching, discussion, seminars, tutorials and brain storming sessions.
10. Learners will be able to differentiate between Norm Referenced Tests and

Criterion Referenced Tests.

11. Learners will be able to elaborate the application of Educational Technology in distance education.

UNIT CONTENTS

UNIT –I

1. Meaning and Scope of Educational Technology: System approach to Education and its Characteristic, Components of educational Technology – Software and Hardware.
2. Multimedia approach in Educational Technology.

UNIT –II

1. Modalities of teaching – Teaching as different from Indoctrination, instructions, conditioning and training.
2. Stages of Teaching – Pre-active, Interactive and Post active.
3. Teaching as different levels – Memory, understanding and reflective levels of organizing teaching and learning.
4. Programmed Instruction : Origin, Principles and characteristics
5. Types: Linear, Branching and Mathetics.
6. Development of a Programme: Preparation, Writing, Try out and Evaluation

UNIT –III

1. Modification of Teaching Behavior, Micro-teaching, Flanders Interaction Analyses, Simulation.
2. Communication Process: Concept of Communication, Principles, Modes and Barriers to communication, class-room communication (Interaction, Verbal and Non-verbal), Models of Communication:- Shannon and Weaver Model of Communication, Berlo's Model of Communication.
3. Models of Teaching: Concept, Different families of Teaching Models.

UNIT –IV

1. Designing Instructional System: Formulation of instructional objectives, Task Analysis, Designing of Instructional strategies: Lecture, Team Teaching, Discussion, Seminars, Tutorials and Brainstorming sessions.
2. Development of Evaluation Tools: Norm Referenced Tests and Criterion Referenced Tests.
3. Application of Educational Technology in Distance Education: Concept of Distance Education; Distance and open Learning system; Student Support Services: Evaluation strategies in Distance Education; Counseling in Distance Education.

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1. Davies, I.K., "The Management of Learning," London: Me Graw Hill, 1971
2. Dececco, J.P., "The Psychology of Learning and Instruction", New Delhi, Prentice Hall, 1988.
3. Kulkarni, S.S., "Introduction to Educational Technology", Mew Delhi: Oxford & IBH Publishing Company, 1986.

4. Kumar, K.L., “Educational Technology”, New Delhi : New Age International Publisher, 1996.
5. Locatis, C.N. and Atkinson, F.D., “Media and Technology for Education and Training”, London: Charles E. Publishing Co., 1984.
6. Mavi, N.S., “Programmed Learning – An Empirical Approach”, Kurukshetra, Vishal Publishers, 1984
7. Joyce, B. & Weil, M., Models of Teaching, New Delhi, Prentice Hall, 1992.
8. Merrit, M.D. (ED.), “Instructional Design”, New York: 1971.
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11. Pandey, K.P., “Dynamics of Teaching Behavior, Ghaziabad AmitashParkashan, 1983.
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13. Prcival, F. and Wllington, H., “A Handbook of Educational Technology,: New York, Kogan Page, 1988.
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M.Ed. (Semester-IV)

COURSE MED401(E)(i): Educational Measurement & Evaluation

(At Elementary Level)

Time- 3 Hrs. Max. Marks-100

Credit-4 Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OBJECTIVES

- To develop understanding among students regarding concept of measurement, its nature, need, scope, kind & levels.
- To develop understanding in students regarding the concept of evaluation, its principles, need, purpose, functions, types and uses.
- To acquaint the students about the concept of instructional objectives and taxonomy of educational objectives.
- To appraise the students regarding the present systems of evaluation – grading, marking, semester, annual & CCE.
- To develop an understanding among the students regarding the characteristics of good test and steps of preparing and standardizing tests.
- To acquaint the students about the concept and measurement of – intelligence test, attitude test, aptitude test and interest inventory.
- To familiar them about the concept of correlation, Analysis of Variance, ANOVA upto two ways – their concept, assumptions, computation and uses.

Course Outcomes

1. Learners will be able to define concept of Measurement and Evaluation – their nature, need and scope (stage specific).
2. Learners will be able to explain the functions and principles of Evaluation and will be able to write the types of evaluation procedure.
3. Learners will be able to explain taxonomyof educational Objectives and will be able to write the need, functions and classification of Instructional objectives.
4. Learners will be able to elaborate relationship between Educational Objectives and Instructional Objectives.
5. Learners will be able to discuss appraisal of existing system of evaluation, grading v/s marking, semester v/s annual system and CCE.
6. Learners will be able to develop different types of tests – their steps, process of standardization.
7. Learners will be able to describe the concept and measurement of Intelligence test, Attitude test, Aptitudes test & Interest inventory.
8. Learners will be able to compute correlation – partial, multiple, point, tetrachoric,

phi etc. and will be able to write the concept, assumptions, computation and uses of ANOVA upto two way and Analysis of Variance.

UNIT-I

Measurement in Education at primary level

Meaning, Kinds, Difference between Mental & Physical Measurement.

Nature ,Need and Scope of Measurement.

Levels of Measurement.

Evaluation in Education.

Concept, Need,process.purpose, and uses of Evaluation.

Functions and principles of evaluation

Types of evaluation procedure

Interrelationship & Difference between Measurement & Evaluation

UNIT –II

Taxonomy of educational objectives

need and functions of instruction objectives

relationship between educational and instructional objective

classification of educational objective

utility of taxonomical classification

principles for the statement of instructional objective

Appraisal of existing system of evaluation

grading system V/s Marking system.

Semester system V/s Annual system.

Continuous and comprehensive evaluation.

UNIT-III

Text construction

Characteristics of good test

Teacher made tests Vs Standardized test-Similarities and differences

Steps of preparing standardized test

Norms referenced & criterion referenced test

Concept and measurement of the following

Intelligence test

Attitude test

Aptitudes test

Interest inventory

UNIT-IV

Correlation

Concept computation and significance of partial

Multiple biserial

pointbiserial

tetrachoric

phi.

Analysis of variance

ANOVA upto two way with and without replication

Concept , assumptions, computions and use.

SELECTED READINGS

- Aggarwal, Y.P. (1998), Statistical Methods, Sterling, New Delhi.
- Aggarwal, Y.P. (1998), The Science of Educational Research: A Source book, Nirmal, Kurukshetra
- Best, John W. and Kahn James V (1995), Research in Education, Prentice Hall, New Delhi
- Burns, R.B. (1991), Introduction to Research in Education, Prentice Hall, New Delhi.
- Edward, Allen L (1968), Experimental Designs in Psychological Research, Holt, Rinehart and Winston, New York.
- Forguson,George A (1976), Statistics Analysis in Psychology and Education, MeGraw Hill, New York.
- Garrett, H.E. (1973), Statistics in psychology and Education, Vakils, Feffer and Simon, Bombay.
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Approaches, Allyn and Bacon, Boston.
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- Travers, R,M.W. (1978), An Introduction to Educational Research, Macmillan, New York.
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Amended/ Corrected

M.Ed. (Semester-IV)

COURSE MED401(E)(ii): Educational Measurement & Evaluation

(At Secondary& Senior Secondary Level)

Time- 3 Hrs. Max. Marks-100
Credit-4 Ext. -70: Int. - 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OBJECTIVES

- To develop understanding among students regarding concept of measurement, its nature, need, scope, kind & levels.
- To develop understanding in students regarding the concept of evaluation, its principles, need, purpose, functions, types and uses.
- To acquaint the students about the concept of instructional objectives and taxonomy of educational objectives.
- To appraise the students regarding the present systems of evaluation – grading, marking, semester, annual & CCE.
- To develop an understanding among the students regarding the characteristics of good test and steps of preparing and standardizing tests.
- To acquaint the students about the concept and measurement of – intelligence test, attitude test, aptitude test and interest inventory.
- To familiar them about the concept of correlation, Analysis of Variance, ANOVA upto two ways – their concept, assumptions, computation and uses.

Course Outcomes

1. Learners will be able to define concept of Measurement and Evaluation – their nature, need and scope (stage specific).
2. Learners will be able to explain the functions and principles of Evaluation and will be able to write the types of evaluation procedure.
3. Learners will be able to explain taxonomy of educational Objectives and will be able to write the need, functions and classification of Instructional objectives.
4. Learners will be able to elaborate relationship between Educational Objectives and Instructional Objectives.
5. Learners will be able to discuss appraisal of existing system of evaluation, grading v/s marking, semester v/s annual system and CCE.

6. Learners will be able to develop different types of tests – their steps, process of standardization.
7. Learners will be able to describe the concept and measurement of Intelligence test, Attitude test, Aptitudes test & Interest inventory.
8. Learners will be able to compute correlation – partial, multiple, point, tetrachoric, phi etc. and will be able to write the concept, assumptions, computation and uses of ANOVA upto two way and Analysis of Variance.

UNIT-I

Measurement in Education at primary level

Meaning, Kinds, Difference between Mental & Physical Measurement.

Nature, Need and Scope of Measurement.

Levels of Measurement.

Evaluation in Education.

Concept, Need,process. purpose, and uses of Evaluation.

Funcations and principles of evaluation

Types of evaluation procedure

Interrelationship & Difference between Measurement & Evaluation

UNIT –II

Taxonomy of educational objectives

need and functions of instruction objectives

relationship between educational and instructional objective

classification of educational objectives

utility of taxonomical classification

principles for the statement of instructional objective

Appraisal of existing system of evaluation

grading system V/s Marking system.

Semester system V/s Annual system.

Continuous and comprehensive evaluation.

UNIT-III

Text construction

Characteristics of good test

Teacher made tests Vs Standardized test-Similarities and differences

Steps of preparing standardized test

Norms referenced & criterion referenced test

Concept and measurement of the following

Intelligence test

Attitude test

Aptitudes test

Interest inventory

UNIT-IV

Correlation

Concept computation and significance of partial

Multiple biserial

pointbiserial

tetrachoric

phi.

Analysis of variance

ANOVA upto two way with and without replication

Concept , assumptions, computions and use.

SELECTED READINGS

- Aggarwal, Y.P. (1998), Statistical Methods, Sterling, New Delhi.
- Aggarwal, Y.P. (1998), The Science of Educational Research: A Source book, Nirmal, Kurukshetra
- Best, John W. and Kahn James V (1995), Research in Education, Prentice Hall, New Delhi
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- Young, P.V. (1960), Scientific Social Surveys and Research, Prentice Hall, New York.

M.Ed. (Semester-IV)

COURSE MED401(F)(i): Comparative Education

(At Elementary Level)

Time- 3 Hrs. Max. Marks-100

Credit-4 Ext. -70: Int. - 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OBJECTIVES

- To develop understanding among students regarding concept of Comparative Education, its Aims, Purposes and Importance.
- To develop understanding in students regarding the factors Influencing Educational Systems of Different Countries.
- To acquaint the students regarding Approaches to study Internal Systems of Different Countries.
- To acquaint the students regarding Educational System of India as well as other Countries like UK, USA, and Australia.
- To help students in developing understanding regarding Problems, Issues and Existing Provisions and Programmes of the Country in the Context of Educational Systems of Other Countries.

Course Outcomes

1. Learners will be able to write the concept, aims, scope and approaches of Comparative Education.
2. Learners will be able to explain the various factors influencing Education System.
3. Learners will be able to explain concept of Universalization of Elementary Education in India, NPE 1986, DPEP, SSA and RTE Act 2009.
4. Learners will be able to compare the Primary Education in UK and USA.
5. Learners will be able to compare the Secondary Education of India, UK and USA.

COURSE CONTENTS

UNIT-I

1. Concept, Aims and Scope of Comparative Education.
2. Factors influencing Education System.
3. Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach.

UNIT-II

1. Elementary Education: Concept of Universalization of Elementary Education in India, National Policy of Education (NPE-1986) and Primary Education, District Primary Education Programme (DPEP), SarvaShikshaAbhiyan (SSA) and RTE Act-2009.

UNIT-III

1. Primary Education in UK & USA (Aims, Pattern, Curriculum, Methods of Instruction & Evaluation System)

UNIT-IV

1. Secondary Education in India, UK & USA.

SELECTED READINGS

Arnove, Robert F. & Alberto, Torres Carlos. (2007*). Comparative Education: The Dialectic of the Global and Local*. U.S.A: Rowman and Little field Publisher.

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Amended/ Corrected

M.Ed. (Semester-IV)

COURSE MED401(F)(ii): Comparative Education (At Secondary& Senior Secondary Level)

Time- 3 Hrs. Max. Marks-100
Credit-4 Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OBJECTIVES

- To develop understanding among students regarding concept of Comparative Education, its Aims, Purposes and Importance.
- To develop understanding in students regarding the Factors Influencing Educational Systems of Different Countries.
- To acquaint the students regarding Approaches to Study Internal Systems of Different Countries.
- To acquaint the students regarding Educational System of India as well as Other Countries like UK, USA, and Australia.
- To help students in developing understanding regarding Problems, Issues and Existing Provisions and Programmes of the Country in the Context of Educational Systems of Other Countries.

Course Outcomes

1. Learners will be able to write the concept, aims, scope and approaches of Comparative Education.
2. Learners will be able to explain the various factors influencing Education System.
3. Learners will be able to explain concept of Universalization of Elementary Education in India, NPE 1986, DPEP, SSA and RTE Act 2009.
4. Learners will be able to compare the Secondary Education of India, UK and USA and will be able to discuss the vocationalization of Secondary Education in India, UK and Russia.
5. Learners will be able to compare Higher Education in UK and USA.
6. Learners will be able to elaborate various concepts and needs of Distance Education with reference to India, UK and Australia.
7. Learners will be able to compareEducational Administration in India, UK and USA.

COURSE CONTENTS

UNIT-I

1. Concept, Aims and Scope of Comparative Education.
2. Factors influencing Education System.
3. Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach.

UNIT-II

1. Primary/Elementary Education in India: Concept of Universalization of Elementary Education in India, National Policy of Education (NPE-1986) and Primary Education, District Primary Education Programme (DPEP), SarvaShikshaAbhiyan (SSA) and RTE Act-2009.
2. Secondary Education in India, UK and USA. Vocationalization of Secondary Education in India, UK and Russia.

UNIT-III

1. Higher Education in India, UK and USA.

UNIT-IV

1. Distance Education: its Needs and Various Concepts with Reference to India, UK and Australia.
2. Educational Administration in India, U.K. and U.S.A.

SELECTED READINGS

Arnove, Robert F. & Alberto, Torres Carlos. (2007*). Comparative Education: The Dialectic of the Global and Local*. U.S.A: Rowman and Little field Publisher.

Bereday G.Z.F. (1967).*Comparative Methods in Education*, New Delhi: Oxford and IBH Publishing Co.

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NUEPA.*Elementary Education in India- Where do we Stand?* New Delhi :State and District Report Cards (Yearly Publication)
Shrivastava, S.K. (2005).*Comparative Education*. New Delhi: Anmol Publications Pvt. Ltd.
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National Systems, New Delhi.Vikas Publishing House Pvt. Ltd.
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Yadav, Rajender Singh (2006). Community Participation in Education: Role of Village Education Committee. AmbalaCantt: The Associated Publishers.

M.Ed. (Semester-IV)

COURSE MED401(G)(i): Educational and Vocational Guidance (At Elementary Level)

Time- 3 Hrs. Max. Marks-100
Credit-4 Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

Course Objective

- To develop understanding among students regarding importance of guidance services at Primary School Stage.
- To acquaint then regarding various Guidance Programmes and Activities which can be Organized at School Level
- To develop understanding among students regarding the concepts, Aims, Process, Procedure of various Guidance Services and Counseling.
- To acquaint the students regarding the Roles & Responsibilities of Guidance Workers, Teachers, Heads of the Schools and Counselors.
- To appraise the students regarding the Worth of Understanding and Assessing the Individual correctly.

Course Outcomes

1. Learners will be able to write the meaning, principles, need, importance and types of Guidance.
2. Learners will be able to explain types and importance of organization of Guidance Services in Schools (stage specific).
3. Learners will be able to explain the meaning, need and methods of imparting Occupational Information at School Level (stage specific).
4. Learners will be able to describe the meaning, advantages, principles and kinds of Group Guidance at school level (stage specific) with special emphasis on students with special needs.
5. Learners will be able to state the meaning, functions and principles of Placement Service at school level (stage specific).
6. Learners will be able to specify the meaning, purpose and characteristics of Follow-up Service at school level (stage specific).
7. Learners will be able to use different tools of data collection – anecdotal records, biographies, rating scales, case study, sociometry, questionnaire, observation, interview and cumulative records.
8. Learners will be able to describe the meaning, need, and principles of counselling and will also be able to state the concept, procedure, advantages and limitations of

Directive, Non-Directive and Eclectic Counselling.

Course Contents

UNIT-I

1. Meaning, Principal, Need, Importance and Type of Guidance- Educational Guidance, Vocational Guidance and Personal Guidance.
2. Organization of Guidance Services in Elementary School: Type of Guidance Services, Importance at Elementary School Level.
3. Occupational Information at Elementary School Level - Meaning and its Needs & Methods of Imparting Occupational Information.

UNIT-II

4. Group Guidance at Elementary School Level - Meaning, Advantages, Principles and Kind of Group Guidance.
5. Guidance of Students with Special Needs at Elementary School Level.

UNIT-III

6. Placement Service at Elementary School Level - Meaning, Functions and Principles.
7. Follow-up Service at Elementary School Level - Meaning, Purpose and Characteristics.

UNIT-IV

8. **Study of the Individual, Data Collection Techniques of Information**- Standardization and Non-Standardized Techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation and Interview and Cumulative Records.
9. **Counseling at Elementary School Level - Meaning, Need and Principles.**

- Directive Counseling: Concept, Procedure, Advantage and Limitations.
- Non-Directive Counseling: Concept, Procedure, Advantage and Limitations.
- Eclectic Counseling: Concept, Procedure, Advantage and Limitations.

SELECTED READINGS

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2. Jones, J.A : Principles of Guidance, Bombay, Tata. New York. McGraw Hill, 1970.

3. Myres, G.E: Principles and Techniques of Vocational Guidance, New York, McGraw Hill.

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5. Miller, F.W: Guidance Principles and Services, Columbia Ohio, Merrill, 1961.

6. Pandy, K.P., Educational and Vocational Guidance in India – VishwaVidyalayaPrakashanChowk, Varanasi, 2000.

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8. Tolbert, E.L: Introduction of Counselling, New York, McGraw Hill, 1967.
9. Strang, Ruth: Counselling Techniques in Colleges and Secondary Schools, New York, Harpar.
10. Taxler, A.E: Techniques of Guidance, New York, McGraw Hill, 1964.
11. Robinson: Principles and Procedures in student Counselling, New York, Harper &Roe.
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Amended/ Corrected

M.Ed. (Semester-IV)

COURSE MED401(G)(ii): Educational and Vocational Guidance (At Secondary& Senior Secondary Level)

Time- 3 Hrs. Max. Marks-100
Credit-4 Ext. -70: Int. – 30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

Course Objective

- To develop understanding among students regarding importance of Guidance Services at Secondary School Stage.
- To acquaint then regarding various Guidance Programmes and Activities which can be Organized at School Level.
- To develop understanding among students regarding the Concepts, Aims, Process, Procedure of various Guidance Services and Counseling.
- To acquaint the students regarding the Roles & Responsibilities of Guidance Workers, Teachers, Heads of the Schools and Counselors.
- To appraise the students regarding the Worth of Understanding and Assessing the Individual correctly.

Course Outcomes

1. Learners will be able to write the meaning, principles, need, importance and types of Guidance.
2. Learners will be able to explain types and importance of organization of Guidance Services in Schools (stage specific).
3. Learners will be able to explain the meaning, need and methods of imparting Occupational Information at School Level (stage specific).
4. Learners will be able to describe the meaning, advantages, principles and kinds of Group Guidance at school level (stage specific) with special emphasis on students with special needs.
5. Learners will be able to state the meaning, functions and principles of Placement Service at school level (stage specific).
6. Learners will be able to specify the meaning, purpose and characteristics of Follow-up Service at school level (stage specific).
7. Learners will be able to use different tools of data collection – anecdotal records, biographies, rating scales, case study, sociometry, questionnaire, observation, interview and cumulative records.

8. Learners will be able to describe the meaning, need, and principles of counselling and will also be able to state the concept, procedure, advantages and limitations of Directive, Non-Directive and Eclectic Counselling.

Course Contents

UNIT-I

1. Concept, Importance and Areas of Guidance- Educational Guidance, Vocational Guidance and Personal Guidance.
2. Organization of Guidance Services in Secondary Schools.
3. Occupational Information at Secondary School Level. Sources of Occupational Material in India.

UNIT-II

1. Group Guidance- Meaning, Advantages, Principles and Kind of Group Guidance.
2. Guidance of Students with Special Needs at Secondary School Level.

UNIT-III

1. Job Analysis- Meaning, Type and Purpose of Job Analysis.
2. Placement Service- Meaning, Functions and Principles.
3. Follow-up Service- Meaning, Purpose and Characteristics.

UNIT-IV

1. **Study of the Individual, Data Collection Techniques of Information**- Standardization and Non-Standardized Techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation and Interview and Cumulative Records.
2. **Counseling at Secondary School Level- Meaning, Need and Principles**.

- Directive Counseling: Concept, Procedure, Advantage and Limitations.
- Non-Directive Counseling: Concept, Procedure, Advantage and Limitations.
- Eclectic Counseling: Concept, Procedure, Advantage and Limitations.

SELECTED READINGS

1. Bernard, Harold W &Fullmer Daniel W. Principles of Guidance, Second Edition, New York- Thomas Y. Crowell Company, 1977.

2. Jones, J.A : Principles of Guidance, Bombay, Tata. New York. McGraw Hill, 1970.

3. Myres, G.E: Principles and Techniques of Vocational Guidance, New York, McGraw Hill.

4. Granz, F.M: Foundation and Principles of Guidance, Bostaon, Allyn and Bacon.

5. Miller, F.W: Guidance Principles and Services, Columbia Ohio, Merrill, 1961.

6. Pandy, K.P., Educational and Vocational Guidance in India – VishwaVidyalayaPrakashanChowk, Varanasi, 2000.

7. McGowan, J.P. chmidt : Counsel ing : Reading in Theory and Practice, New York Holt, Rinehard and Winston, 1962.

8. Tolbert, E.L: Introduction of Counseling, New York, McGraw Hill, 1967.
9. Strang, Ruth: Counselling Techniques in Colleges and Secondary Schools, New York, Harpar.
10. Taxler, A.E: Techniques of Guidance, New York, McGraw Hill, 1964.
11. Robinson: Principles and Procedures in student Counselling, New York, Harper &Roe.
12. Super, D.E., Schmdt: Apprasing Vocational Fitness by Means of Psychological Testing, New York: Haper and Row, 1962.

Amended/ Corrected

M.Ed.(Semester- IV)

COURSE MED402 :DISSERTATION

Credit – 4 M.Marks-100 (Ext-70 & Int-30)

(Joint evaluation by internal & external examiner)

Course Outcomes

1. Learners will be able to conduct research and will also be able to write all the chapters of research.
2. Learners will be able to present his research work in effective way.

- Submission of dissertation & viva-voce.

Kurukshetra University, Kurukshetra

Master of Education in Special Education (Visual Impairment)

M.Ed. Spl.Edu. (V.I.)

Syllabus- CBCS

Effective from Academic Session 2020-21

Two Years Duration

(04 Semesters)

OE- 02	Advance perspective in inclusive education/MOOC			
Note: There will be no addition of grades & marks in open Elective paper in grand total of the semester-III				
SEMESTER IV				**50-57**
MSE-401	Dissertation*	14	---	50
MSE-402	Field Engagement/ Internship as a Teacher Trainer	4	---	51
Total		80		

Master of Education in Special Education (Visual Impairment)
M.Ed. Spl.Edu. (V.I.)
Syllabus- CBCS

Semester I

Course code	Course title	Credits	Internal marks	External Marks	Total Marks	Duration of Exam
MSE-101	Developments in Education and Special Education	4	20	80	100	3 Hour
MSE-102	Psychology of Development and Learning	4	20	80	100	3 Hour
MSE-103	Identification, Assessment and Needs of Children with Visual Impairment	4	20	80	100	3 Hour
MSE-104	Curriculum And Teaching Strategies for Children with Visual Impairment	4	20	80	100	3 Hour
MSE-105	Practical related to Visual Impairment	4	20	80	100	
Total		20	100	400	500	

Semester-II

Course code	Course title	Credits	Internal marks	External Marks	Total Marks	Duration of Exam
MSE-201	Research Methodology and Statistics	4	20	80	100	3 Hour
MSE-202	Curriculum Design & Development	4	20	80	100	3 Hour
MSE-203	Inclusive Education	4	20	80	100	3 Hour
MSE-204	Application of advanced technology and persons with visual impairment	4	20	80	100	3 Hour
MSE-205	Practical related to Visual Impairment	4	20	80	100	
MSE-OE- 01	Open Elective Course : Overview of diversity and special education/MOOC	2	10	40	50	2 Hour
Total		20	100	400	500	

Note: There will be no addition of grades & marks in open Elective paper in grand total of the semester-II

Semester-III

Course code	Course title	Credits	Internal marks	External Marks	Total Marks	Duration of Exam
MSE-301	Perspectives in Teacher Education – In-service & Pre-service	4	20	80	100	3 Hour
MSE-302	Educational Evaluation	4	20	80	100	3 Hour
MSE-303	Adulthood and Family Issues	4	20	80	100	3 Hour
MSE-304	**Elective Course(Any One)**	4	20	80	100	3 Hour
MSE-304 A	Educational Management					
MSE-304 B	Educational Technology					
MSE-304 C	Guidance and Counseling					
MSE-305	Dissertation*(synopsis)	2	50	----	50	
MSE-306	Field Engagement/ Internship as a Teacher Educator	4	20	80	100	
MSE-OE- 02	Open Elective Course : Advance perspective in inclusive education/MOOC	2	10	40	50	2 Hour
Total		22	150	400	550	

Note: There will be no addition of grades & marks in open Elective paper in grand total of the semester-III

** Teacher Educators need to select a problemfor investigations and provide the necessary supportive and explanatory information as needed. Teacher Educators need to present the synopsis of their work.** Synopsis and presentation will be evaluated by Departmental Research committee (DRC).***

Semester-IV

Course code	Course title	Credits	Internal marks	External Marks	Total Marks	Duration of Exam
MSE-401	Dissertation*	14	150	200	350	
MSE-402	Field Engagement/ Internship as a Teacher Trainer	4	20	80	100	
Total		**18**	**170**	**280**	**450**	

*** Note: Suggestive/As per the University Regulations**

• Complete a review of related research literature in accordance with the research problems.

• Explain and describe the methodology used to conduct the research problem.

• Explain the significance of the results obtained after conducting the research study.
• Summarize the results, explain the corresponding conclusions derived and the subsequent recommendations formulated for further research and practice.
• Provide a list of references, other supportive documentation used for the study.
• Make an oral presentation on the completed work.

Area E- Practical Related to Disability

1. Elicit information from parents and professionals the relevant information about one child with Specific Disability.
2. Assess the child with Specific Disability, using formal and informal tools and identify the specific learning problems.
3. Write a comprehensive assessment report by analyzing and interpreting the data.
4. Develop an appropriate educational plan (current level, annual goals, short term objectives, methods and material and evaluation).
5. Collaborate with the class teachers and related professional to implement the IEP.
6. Implement IEP for a period of minimum 15 sessions (each session lasting for not less than 45 minutes).
7. Make class visits to support the student when the regular teacher teaches and collaborate with the class teachers.
8. Evaluate the child and write a report.

Area F- Field Engagement/ Internship as Teacher Educators

Each student trainee is expected to teach 10 lectures in Third & Fourth Semester to student trainees undergoing training in B.Ed.Spl.Ed. level in topics from the curriculum of B.Ed. Spl. Edu.

DEVELOPMENTS IN EDUCATION AND SPECIAL EDUCATION

Course Code: MSE-101 **Credits: 04**

Time of Examination: 3 Hours **Marks: 100**

External-80;Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

This course will enable learners to explore education both general and special from historical perspective leading to contemporary India. The course also includes various commissions and policies and issues and trends in the field of education, special education and inclusive education in the national and international contexts covering all aspects of quantity and quality.

Course Outcomes

After completing the course student teachers will be able to

• *Know the historical perspective of visual impairment in India.*

• *Trace the general and special education system in India.*

• *Discuss the various roles of educational agencies in India.*

•*Appreciate implications of recommendations made by the various Committees and Commissions for educational (General and Special) developments in India.*

•*Develop insight into the issues and challenges of present-day education system.*

•*Understand important quality related issues which need to be taken into account for revision/ development of new education policy.*

• *Know the current trends and future perspective of visual impairment in modern India.*

Unit 1: An Overview of Development of Education System

1.1 Shaping of Education in Pre-Independence India

1.2 Shaping of Education in Post-Independence India

1.3 Emerging Education in India and in the Global Context

1.4 Perspectives of Education for the Persons with Disabilities

1.5 Constitutional Provisions and Directive Principles Related to Education and Special Education

Unit 2: Issues in Indian Education with Special Reference to Persons with Disabilities

2.1 Accessibility to School, Curriculum & Learning Resources and Attitudinal Barriers

2.2 Analysis of the Status of Elementary & Secondary Education for All. (SSA,RMSA,) and Issues for Bridging Gaps

2.3 Ensuring Equity Principles across Disabilities, Gender, Caste, Socially Disadvantaged Groups, Marginalized and their Specific Educational Problems

2.4 Challenges of Special Education, Inclusion, Systemic Reforms, Provisions and Support System, Public Private Partnership & NGO Initiatives

2.5 Support Systems to Meet Diverse Learning Needs- Family, Community, School, Peer, Administrative and Resource Support

Unit 3: Policies and Legislations for Education & Special Education Development of Special Education in India

3.1 National Legislations (RCI Act 1992, PWD Act 1995, National Trust Act, Biwako Millennium Framework)

3.2 International Legislations for Special Education and International Organisations (UNESCAP, UNCRPD, WHO, UNICEF, NESCO, UNDP, Action Aid, CBM)

3.3 National Policies (POA 1992, SSA, RMSA and RUSA) & Government Schemes and Provisions for Persons with Disabilities
3.4 Role of Governmental and non-governmental agencies in general and special education
3.5 Current issues– Identifications, Labelling, cultural and linguistic diversity &advocacy

Unit 4: Quality Issues in Education
4.1 Indicators of quality related to teaching - learning strategies, classroom environment, and Student Assessment
4.2 Linking pedagogy with curriculum, contextual constructivism
4.3 Ensuring standards in Open & Distance Learning system – Non-formal education, face-to-face *vs.* Distance mode
4.4 Special and Inclusive education - Adopting flexible strategies for the acquisition and use of inputs and monitoring performance in inclusive set up
4.5 Quality enhancement in service delivery and community rehabilitation

Unit 5: Current Trends and Future Perspective
5.1 Education as a development indicator, and enhancer of development indicators
5.2 Education for sustainable development & Right based approach
5.3 International curriculum framework in the light of changing priorities and international perspectives
5.4 Education for conservation of environment and social change
5.5 Education for individual and national development

Course Work/ Assignments
• Trace development of education in India during pre-Independence
• Identify Constitutional provisions ensuring equity and protection of human rights aswell as non-discrimination
• Study factors influencing special education as a discipline in India
• Identify quality related issues of your State and suggest strategies to address them

Suggested Readings
• Anand, C.L. et.al. (1993). Teacher and Education in Emerging Indian Society,NCERT, New Delhi.
•Compendium of Schemes (2014). Department of Empowerment of Persons withDisabilities, Ministry of Social Justice and Empowerment, Govt. of India.
• Education Commission. (1964-1966). Ministry of Education, Government of India,New Delhi.
•Julka, A. (2014). Evaluation of the Implementation of the Scheme IEDSS in India. Department of Education of Groups with Special Needs. NCERT, New Delhi.
•Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M, Anupriya, C., &Salin, D. (2014).Including Children with Special Needs: Primary Stage. NCERT, New Delhi.
•Kumar, A. (2003). Environmental challenges of the 21st century, APH PublishingCorporation, New Delhi.
• Mohanty, J., (1986). School Education in Emerging Society, sterling PublishersMacMillan, New Delhi.
• National Policy on Education (1986). Ministry of Human Resource DevelopmentGovt. of India, New Delhi.
• National University of Educational Planning and Administration (2014). Educationfor All Towards Quality with Equity: INDIA. NUEPA, New Delhi.

• Ozial, A.O. (1977). Hand Book of School Administration and Management.Macmillan, London.
• Programme of Action (1992). Ministry of Human Resource Development. Govt. ofIndia, New Delhi.
• Report of Core group on value orientation to education (1992). Planning commission,Govt of India.
• Salamatullah, (1979). Education in Social context, NCERT, New Delhi.
• School Education in India – Present Status and Future Needs (1986). NCERT, NewDelhi.
• Seventh All India School Education Survey (2002). NCERT, New Delhi.
• UNDP (1996). Human Development Reports. Oxford University Press. New York.
• UNESCO (2004). Education for All: The Quality Imperative. EFA Global MonitoringReport. Paris.
• UNESCO (2009). Report on Education for sustainable development.
• Varghese, N.V. (1995). School Effects on Achievement: A Study of Government andPrivate Aided Schools in Kerala. In Kuldip Kumar (Ed.) School effectiveness andlearning achievement at primary stage: International perspectives. NCERT. NewDelhi.

PSYCHOLOGY OF DEVELOPMENT AND LEARNING

Course Code: MSE-102 **Credits: 04**
Time of Examination: 3 Hours **Marks: 100**
External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

This course exposes learners to the critical understanding of theoretical perspectives ofdevelopment and implications for in teaching learning process. Through close observation ofchildren in their natural environments would situate the theoretical knowledge within realisticframes. This course would also be able to equip them to reflect and critique the cognitive andinformation processing.

Course Outcomes

After completing the course student teachers *will be able to*

•Describe the meaning of educational psychology and its applications in special education.
• Explain the psychological principles and methods in specific context ofeducation and special education.
• Explain the principles and their implication for growth and development.
•To know the contribution of different personalities in growth and development.
• Critically analyze the process from the point of view of cognitive psychology.
• Explain role of motivation in learning, learning processes and theories
• Explain personality, its theories, assessment and implication in education.
• Apply psychological aspects to teaching - learning situations.
• To know concept of individual differences and their basis.

Unit 1: Overview Educational Psychology

1.1 Nature and scope of educational psychology
1.2 Principles of educational psychology
1.3 Methods of Educational Psychology
1.3.1 Observation
1.3.2 Experimental method
1.3.3Correlational
1.3.4 Clinical
1.3.5 Case Study
1.4 Applications of educational psychology to person with disabilities
1.5 Contemporary trends

Unit 2: Understanding the Development of the Learner

2.1 Concept of Growth and Development
2.2 Methods of studying development: Longitudinal, Cross-sectional, Cohort sequence
2.3 Physical, social, emotional, moral development, play and language development
2.4 Cognitive Development: Piaget, Vygotsky and Kohlberg
2.5 Factors affecting Growth and Development

Unit 3: Cognition and Information Processing

3.1 Sensation, Perception and Attention
3.2 Memory - Nature and types, factors affecting memory
3.3 Thinking: Concept Formation, Reasoning, Problem solving
3.4 Intelligence: Nature, types, theories and assessment
3.4.1 Creativity
3.5 Individual differences and its educational implications for children with disabilities

Unit 4: Motivation, Learning and Personality
4.1 Concept, definition and theories of Motivation

4.2 Classical and Contemporary Learning Theories: Behavioural, Cognitive and Social
4.3 Concept, definition and principles of personality development
4.4 Personality Theories-
4.4.1 Psychoanalytic-Freud & Neo-Freudians, Trait, Humanistic
4.4.2 Assessment of Personality
4.5 Implications in teaching-learning with reference to children with disabilities

Unit 5: Psychological Aspects of Teaching
5.1 Individual differences in cognitive and affective areas and its educationalImplications
5.2 Classroom climate, group dynamics
5.3 Peer tutoring, co-operative learning, self-regulated learning
5.4 Teacher effectiveness and competence
5.5 Guiding children with disabilities

Course Work/ Assignments/ Practicum
• Plan and conduct a survey about attitudes/ practices regarding one or more of thefollowing: children with disabilities, prenatal development, prenatal hazards, schooldrop-out, motivation of children
• Conduct an experiment with Piagetian methods of evaluating cognitive developmentand submit a report
• Analyze any autobiography to explain human development
• Design a behaviour modification plan for a specific child
• Present information on cognitive styles and their effects on learning

Transaction
Lecture Method, Seminar, Group Discussion, Practical and Field work

Essential readings
• Agarwal, I.J.C (1994). Essentials of Educational Psychology. Vikas PublishingHouse, Pvt.Ltd., New Delhi.
• Chatterjee, S.K. (2000). Advanced Educational Psychology. Arunabhasen Books andALLIED(P) Ltd.,
• Freud, S (1935). A general Introduction to psychoanalysis. Live right, New York.
• Mangal, S.K. (1997). Advanced Educational Psychology. Prentice Hall of India Pvt.,Ltd., New Delhi.
• Maslow, A.M. (1954). Motivation and Personality. Harper Press, New York.
• Morgan, C.T. (1961). Introduction to Psychology. McGraw Hill, New York.
• Mussen, P.H., Conger, J.J., & Kagan, J.(1969). Child development and personality.Harper & Row, New York.

Suggested Readings
• Bernard, H.W. (1972). Psychology of Learning and Teaching. Mc Grow Hill, NewYork.
• Chauhan, S.S. (1996). Advanced Educational Psychology. Vikas Publishing House,New Delhi.
• DeCecco, J.P., & Crawford, W. (1977). Psychology of Learning and Instruction.Prentice Hall, New Delhi.
• Driscoll, P.M. (1994). Psychology of Learning for Instruction. Allyn &Becon,Boston.
• Hurlick, E.B. (1992). Child Development. Mc Grow Hill, New York.
• Joyce, M., & Others (1992). Models of Teaching. Holt Rinehart and Winston, NewYork.
• Lindgren, H.C. (1976) Educational Psychology in the Classroom. John Wiley, NewYork.

• Mildred, C.R.F. (1978). Infants, Children: Their Development and Learning. GranHill, New York. (Indian Reprint).
• Panda, K.C. (1997). Elements of Child Development. Kalyani Publishers, New Delhi.
• Sharma, P. (1995). Basics on Development and Growth of a Child. ReliancePublication, New Delhi.
• Slavin, E.R. (2003). Educational Psychology: Theory and Practice (7th ed.). Allyn &Becon, Boston.
• Wilson, A.R., Rockbeck, M.C., & Michael, N.B. (1979). Psychological Foundationsof Learning and Teaching. Mc Grand Hill, New York.

IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH VISUAL IMPAIRMENT

Course Code: MSE-103 **Credits: 04**
Time of Examination: 3 Hours **Marks: 100**
External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

Assessment is a multifaceted process of gathering information by using appropriate tools and techniques in order to make educational decisions about placement and the educational programme for that student. A comprehensive functional assessment employs a combination of tools and techniques selected to be consistent with the purposes of the assessment. The interpretation and integration of information gathered from these various sources is a key factor in comprehensive assessment of visually impaired children to make informed decisions about their individualized education programme. To participate fully in this process, the learners must have an understanding of the needs of children with visual impairment and those with additional disabilities, at different stages of the growth and development; knowledge of the potential impact of the visual impairment on behaviour and functioning; and a thorough understanding of the assessment instruments and procedures.

Course Outcomes

After completing the course student teachers will be able to

- *Trace the historical development of visual impairment*
- *discuss the attitude of society toward visual impairment.*
- *To classify the concept of visual impairment according to different agencies.*
- *Factors affecting changing societal attitude and policy perspectives*
- *Describe the causes and implications of different eye disorders.*
- *Critically examine the needs arising at different stages of persons with visual impairment.*
- *Develop skills to identify visual impaired children with blindness, low vision, and their assessment procedure.*
- *Develop the skills to prepare assessment tools for impaired children.*
- *Develop skills to plan and implement vision efficiency training for children with low vision*.

Unit 1: Evolving Concept and Definition of Visual Impairment

1.1 History of visual impairment

1.2 Attitudinal and behavioural change of the society towards the persons with visual impairment

1.3 Paradigm shift from charity through medical and social to right based approach

1.4 Factors affecting changing societal attitude and policy perspectives with reference topersons with visual impairment: Self-help movements, Service delivery organizations, Judiciary and quasi-judicial bodies, UN Bodies, and media

1.5 Classification of visual Impairment: WHO, International Classification of Functioning, Disability and Health (ICF), and domestic legislations

Unit 2: Eye Disorders: Etiology and Implications

2.1 Neurological causes of visual impairment: cortical visual impairment

2.2 Disorder related to refraction: myopia, hyperopia, presbyopia, astigmatism

2.3 Disorders related to receptive aspects of the eye: retinal detachment, retinitispigmentosa, Retinipathy of prematurity,optic atrophy, aninidia, and maculardegeneration, and albinism

2.4 Muscular and related disorders: nystagmus, strabismus, amblyopia

2.5 Vitamin A deficiency, cataract, glaucoma, corneal ulcer, trachoma, and colourblindness

Unit 3: Identification and Assessment Procedures of Children with Blindness and Low Vision

3.1 Methods and tools for assessment of children with blindness: Functional SkillsInventory for the Blind, Oregon project for visually impaired and Pre-schoolers, Ashort Scale IQ measure for the visually impaired based on WISC-R, Adapted EPQ,Adapted Blind Learning Aptitude Test, Concept development for blind Children,Reading Preference Test, Cornell Medical Index on Visually Handicapped children

3.2 Identification of children with low vision and psychosocial implications of low vision

3.3 Functional vision assessment: selection of methods and tools for functional vision assessment of persons with low vision: low vision assessment by Jill Keeffe, LeaTests

3.4 Concept and methods of visual efficiency training

3.5 Preparation of teacher made tools for functional assessment of vision and skills

Unit 4: Identification and Assessment Procedures of Children with Visual Impairment and Multiple Disabilities

4.1 Concept of VIMD

4.2 Role of multidisciplinary team of professionals in assessment of children with VIMD

4.3 Functional assessment methods and tools for VIMD: physical, vision, hearing, tactual, and communication skills assessment

4.4 Implications of vision loss in adapting available tools of assessment for persons with Visual impairment

4.5 Preparation of teacher made tools for functional assessment of VIMD

Unit 5: Needs of Persons with Visual Impairment

5.1 Infancy and early childhood: early stimulation and early intervention

5.2 School age: placement alternatives, collaboration of special and regular teacher

5.3 Transition Period: self-identity, self-esteem, and self-image

5.4 Vocational Development: emerging job opportunities

5.5 Adulthood issues: sexuality and marriage, recreation and leisure; geriatric groups: disintegrating family system, social security, CBR and community support

Course Work/ Practical/ Field Engagement (Any Three)

• Prepare a questionnaire to identify the approach followed by an inclusive schooltowards the education of children with disabilities

• Visit an eye hospital/primary health centre/ compository rehabilitation camp andobserve persons with different eye disorders and write a report

• Prepare and administer a teacher made tool for functional assessment of vision andvisual skills of a child with low vision and submit a report

• Prepare and administer a teacher made tool for functional assessment of Vision,Hearing, Tactual, Communication and functional skills of children with VIMD andsubmit a report

• Critically analyse any psychological test you have studied for its applicability andidentify items to be adapted for the persons with visual impairment in Indian context

Essential Readings

• Barraga, N. C. (1980). Sequences of Visual Development. University of Texas.Austin.

• Bhan, S., & Swarup, S. (2010). Functional skills inventory for the blind. National association for the blind,Mumbai.

• Bhandari, R., & Narayan J. (2009).Creating learning opportunities: a step by stepguide to teaching students with vision impairment and additional disabilities,including deafblindness. Voice and vision: India.
• Corn, A. L., & Koenig, A.J. 2000. Foundation of Low Vision: Clinical & FunctionalPerspective. AFB Press, New York.
• Dimri, A. (2002). Prepration of Norms of WISC-R (Verbal) for the VisuallyHandicapped. NIVH, Dehradun.
• Hyvarinen, L., & Jacob, N. (2011).What and how does this child see: assessment ofvisual functioning for development and learning. Vistest Ltd. Finland.
• Leat, S.J., Shute R.H., &Westall, C.A. (1999). Assessing children's vision: AHandbook. Butterworth-Heinemann: Oxford.
• Lueck, A. H. (2004). Functional Vision- A practitioner guide to Evaluation &Intervention,.AFB Press. New York.
• Mani, M.N.G. (1992). Concept development of blind children. SRK Vidyalaya.Coimbatore.
• Mani, M.N.G. (1993).Concept Development of Blind Children: A Research Study.Shri Ramakrishna Mission Vidyalaya. Printing Press. Coimbatore.
• Mani, M.N.G. (2001). Reading Preference Test (REPT) for Children with LowVision. Coimbatore: International Human Resource Development Centre for theDisabled.
• Mukhopadhyay, M., Jangira, N.K., Mani M.N.G., &RoyChoudary, M. (1988).Source Book For Training Teachers Of Visually Impaired. NCERT. New Delhi.
• Reynolds, C.R. ,& Janzen, E.F. (Ed.)(2007). Encyclopaedia of Special Education.Vol. I A-D, John Wiley, Canada.
• Sacks. S. Z., & Silberman, R.K. (2005). Educating Students who have VisualImpairments with other Disabilities, Paul H Brookes, Maryland.
• Salvia, J., Ysselduke, J.E., & Bolt, S. (2007), Assessment in Special & InclusiveEducation. Houghton Mifflin: USA.
• Scheiman, M., Scheiman, M., & Whittaker, S.G. (2007). Low Vision Rehablitation,SLACK Incorporated: USA.
• Scholl, G. T. (Ed.) (1986). Foundations of the education for blind and visuallyhandicapped children and youth: Theory and Practice. AFB Press. New York.
• Singh, T.B. (1986). A short Scale I.Q Measure for the Visually Handicapped. NIVH,Dehradun.
• Singh, T.B. (1986). Eyssenck Personality Questionnaire (EPQ) for the VisuallyHandicapped. NIVH, Dehradun.
• Singh, T.B. (1986).Standardisation of Cornell Medical Index on VisuallyHandicapped children. NIVH, Dehradun.
• Singh, T.B., & Sati, G. (1992). Use of Blind Learning Aptitude Test as a performancemeasure for the assessment of Visually Handicapped Children in India. NIVHDehradun.
• Warren, D.H. (1983). Blindness and Early Childhood Development.: AFB Press, NewYork.

Suggested Readings

• Aitken, S., Buultjens, M., Clark, C., Eyre, J.T. (2000), Teaching Children who areDeaf blind. David Fulton Publisher: London,
•Batshaw, M.L., Pellegrino, L., & Roizen, N.J. (2007), Children with Disabilities.Paul. H. Brookes: Maryland,
•Holbrook M. C. &Koenig A. J. (Eds.) (2000). Foundations of Education, Vol I:History and Theory of Teaching Children and Youths with Visual Impairments, (2nd Ed): AFB Press, New York.
• Kundu, C.L. (2000). Status of Disability in India. Rehabilitation Council of India,New Delhi.
• National Institute for the Visually Handicapped (1990). Handbook for Teachers of theBlind, NIVH Dehradun.
• Punani, B., & Rawal, N. (1993). Handbook: Visual Impairment. Ashish PublishingHouse, New Delhi.

CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH VISUAL IMPAIRMENT

Course Code: MSE-104 **Credits: 04**
Time of Examination: 3 Hours **Marks: 100**
External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

The purpose of the curriculum is encapsulated in the four capacities - to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. The general education curriculum should be universally designed to meet the educational needs of most students, including those with visual impairment .However, some adaptations to the learning materials and the teaching approaches have to be made so that the learning needs of visually impaired children can be met. This course prepares the learners to develop a balanced curriculum with due consideration given to the children's intellectual, personal, emotional and social developments. Learners will acquire skills to adopt a consistent, realistic and flexible approach in curriculum planning and implementation. They will be able to plan possible adaptations to the curriculum, taking in to account the children's visual impairment, their abilities and learning needs.

Course Outcomes

After completing the course student teachers will be able to

•Define the concept and meaning of curriculum.
• Appreciate the importance of various basis to curriculum development.
• Accessing school curriculum with reference to special children
• Designing, Developing and implementation of need based curriculum
• Evaluate need based curriculum
• Develop an expanded core curriculum for children with visual impairment on the basis of situational analysis.
• Adapt the school curriculum keeping in mind the principles of curriculum adaptation in different curricular skill areas.
• Demonstrate appropriate teaching strategy in teaching reading, writing, and math
• Critically examine approaches to curriculum development for VIAD.

Unit 1: Basic Curriculum Areas and Skills

1.1 Curricular skills related to cognitive domain
1.2 Curricular skills related to psychomotor domain
1.3 Curricular skills related to affective domain
1.4 Core curriculum, collateral curriculum, and support curriculum
1.5 Curriculum adaptation: Need and principles

Unit 2: Introduction to Expanded Core Curriculum

2.1 From plus curriculum to expanded core curriculum and Introduction and Orientationto Unified English Braille
2.2 Philosophical basis
2.3 Psychological basis
2.4 Sociological basis
2.5 Ethical considerations

Unit 3: Steps in Expanded Core Curriculum Development

3.1 Assessment of needs with reference to accessing school curriculum
3.2 Designing a need based curriculum: situational analysis for selection of skills andmethod of teaching

3.3 Developing a collaborative curriculum
3.4 Implementation of the curriculum
3.5 Critical evaluation of the curriculum

Unit 4: Strategies for Teaching

4.1 Specific teaching strategies: task analysis, co-activity, pre teaching, self verbalization, direction giving, generalization, feature enhancement, and use of kinaesthetic movement
4.2 Teaching reading to students with visual impairment: Reading aloud, peer reading, organic reading, and whole language approach
4.3 Strategies for writing skills: guided and independent writing
4.4 Strategies for teaching math: concrete, experiential, role play, and origami
4.5 Strategies for teaching use of ICT: demonstration, verbal instruction, and peertutoring

Unit 5: Approaches to Curriculum Development for VIAD

5.1 Ecological
5.2 Multisensory
5.3 Thematic
5.4 Functional
5.5 Experiential

Course Work/ Practical/ Field Engagement (Any Two)

• Identify and present various curricular domains in the given chapter from a text book
• Adapt the school curriculum in any one subject keeping in mind the principles ofcurriculum adaptation
• Design the curriculum for a child with visual impairment
• Develop a thematic curriculum for a child with VIAD

Essential Readings

• Aggarwal, J.C. (2005). Curriculum development 2005. Shipra Pub. Delhi.
• Bhandari, R., & Narayan J. (2009).Creating learning opportunities: a step by stepguide to teaching students with vision impairment and additional disabilities,including deaf-blindness. Voice and vision: India.
• Biwas, P.C. (2004). Education of children with Visual Impairment: in inclusiveeducation. Abhijeet Publication, Delhi.
• French, S., & Swain, J. (1997). From a different view point: the lives and experiencesof visually impaired people. Jessica Kinsey Pub, London.
• Grover , U., & Chaudhari. M. (2009). Curricular Strategies. Kanishka Publication,New Delhi.
• Hodapp, R. M. (1998). Developmental and disabilities: Intellectual, sensory andmotor impairment. Cambridge Uni. Press, New York.
• Jain, P. (2006). Curriculum & teaching. Kanishka Publication, New Delhi.
• Joyce, B., Weil, M., & Calhoun, E. (2009). Model of teaching. PHI learning Pvt. NewDelhi.
• Lowenfeld, B. (1973). The Visually Handicapped Child in School. John DayCompany, New York.
• Mangal. S.K. (2007). Educating exceptional children-an introduction to specialeducation. PHI Learning Pvt. New Delhi.
• Rao, V. (2009). Curriculum development. Saurabh Pub, New Delhi.
• Scholl, G.T. (1986). Foundations of the education for blind and visually handicappedchildren and youth: Theory and Practice. AFB Press, New York.
• Sharma, R.A. (2011). Curriculum development and instruction. R. Lal Book Depot,Meerut.
• Shrivastava, N. (2010). Blind and mentally handicapped children: problems andcoping strategies. Ritu Publication, Jaipur.
• Srivastava, H.S. (2011). Curriculum & method of teaching. Shipra Pub., Delhi.
• Vijayan, P., & Victoria, G. (2009). Education of visually impaired children withadditional disabilities. Kanishka Publication, New Delhi.

Suggested Readings

• Agrawal, S. (2004). Teaching mathematics to blind students through programmedlearning strategies. Abhijeet Publication, Delhi.
• Baratt, S. H. (2008). The special education tool kit. Sage Publication, New Delhi.

• Bhan, S., & Swarup, S. (2010). Functional skills inventory for the blind. Nationalassociation for the blind, Mumbai.
• Maitra, K. (2010). Inclusion: Issues and Perspective. Kanishka Publication, NewDelhi.
• Mani, M.N.G. (1992). Concept development of blind children. SRK Vidyalaya:Coimbatore.
• Mani, M.N.G. (1992). Techniques of teaching blind children. Sterling Publishers Pvt.Ltd. New Delhi.
• Mukhopadhyay, M., Jangira, N.K., Mani M.N.G., &RoyChoudary. M. (1988).Source Book For Training Teachers Of Visually Impaired. NCERT. New Delhi.
• Niemann, S., & Jacob, N. (2009). Helping children who are blind. California: TheHesperon/ Chetana Charitable Trust, Chennai.
• Pandey,V.P. (2004). Teaching of mathematics. Sumit Publication, New Delhi.
• Punani, B., & Rawal, N. (2000). Handbook for Visually Impaired. Blind Peoples'Association, Ahmedabad.
• Adaptations to the curriculum for the visually impaired children, Retrieved on May28th 2015, from URL: https://cd.edb.gov.hk/la_03/chi/curr_guides/Visually/ev-3.htm

PRACTICAL RELATED TO VISUAL IMPAIRMENT

Course: MSE-105 **Credit:4** **Marks:100**

Internal: 20; External: 80

Course Outcomes

After completing the course student teachers will be able to

- *Use unified English Braille literary code in practical situations,*
- *Read & write Advance Braille code in mathematics and science.*

Learning of Unified English Braille (UEB) literary code and use of advance Braille mathematics and science code.

Semester II

RESEARCH METHODOLOGY AND STATISTICS

Course Code: MSE-201 **Credits: 04**

Time of Examination: 3 Hours **Marks: 100**

External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

This course aims to develop within the student a temperament for scientific thinking and research. It orients the student to the methods of conducting research, analysis of data, and enables him/her to prepare research proposal and report subscribing to the standard norms and criteria.

Course Outcomes

After completing the course student teachers will be able to

• Understand knowledge, its sources and scientific approach.

• *Develop a conceptual understanding of research, its need and ethical research practices.*

• *Describe the types, methods and process of research.*

•*Know about the standardization process of a research instrument*

• *Apply statistical techniques for analysis of data.*

• Use of Computer for analyze, Tabulate and its graphic representation.

• *Explain the methods and techniques of qualitative research.*

• *Prepare research proposal and its management.*

• *Write research dissertation/thesis, paper for publication.*

Unit 1: Scientific Knowledge and Research

1.1 Sources and philosophy of knowledge

1.2 Scientific thinking and research

1.3 Role of theory in research

1.4 Need for research in Education and Special Education

1.5 Ethics in research

Unit 2: Types and Methods of Research

2.1 Types of research- Quantitative, Qualitative, Fundamental, Applied, Action

2.2 Methods of Research:

• Descriptive

• Correlational

• Ex-post facto

• Experimental; Designs (i) Pre-experimental, (ii) Pre-Post designs, (iii) Quasi Experimental design, (iv) single subject design

2.3 Variables- Types and threats

2.4 Process of research- Selection of problem, Review of literature, Sampling; Types and selection process, Hypothesis

- Instruments; tests, questionnaire, interview, observation schedule, rating scale

- Data collection and analysis

2.5 Standardization of research instrument- Selection of items, reliability and validity and norms

Unit 3: Methods of Quantitative Analysis

3.1 Parametric and non-parametric tests: Concept and difference

3.2 Descriptive Statistics:

- Measures of Central Tendency

- Correlations; Product-moment, Biserial-r, Point-biserial, Phi-coefficient, Regression analysis

3.3 Inferential statistics

- Underlying concepts: Sampling error, standard error of mean, confidence level, degrees of freedom, one tail-two tail test, type I and type II errors
- Student t- test, ANOVA, Ancova, Chi-square, Sign Test, Mann Whitney U test, Kruskal-Wallis test

3.4 Computer applications for analysis

3.5 Tabulation and graphic representation

Unit 4: Qualitative Research Methods and Analysis

4.1 Grounded theory

4.2 Ethnography and case study

4.3 Narrative/discourse and visual methodologies

4.4 Mixed method

4.5 Themes, coding and presentation

Unit 5: Preparing Research Proposal & Report

5.1 Components of research proposal

5.2 Presentation of proposal

5.3 Writing of thesis/dissertation

5.4 Writing technical paper for publication

5.5 Research management

Assignments/ Course Work/ Practicum

• Review a research paper published in refereed journal
• Prepare and present a research proposal
• Review a text book and submit a report
• Analyze a set of data using computer application

Transaction

The research concepts and processes included in this course should be taught using examples from special education and disability studies. The topics from statistics should be explained through variables, hypothesis and type of data collected in selected research studies. Evaluation may be done by asking students to select and apply suitable statistical measure to a given set of data.

Essential Readings

• Agarwal, A.N. (2002). Quantitative Methods. Vrinda Publishing, New Delhi.
• Best, J.W., & Kahn, J.V. (1996). Research in Education. Prentice-Hall, New Delhi.
• Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.
• Desu, M.M., &Raghavarao, D. (1990) Sample Size Methodology. Academic Press, Boston.
• Dooley, D. (1997). Social Research Methods. Prentice-Hall, New Delhi.
• Gaur,A.S., & Gaur, S. S.(2009). Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS. Sage Publishers, New Delhi.
• Greene, S., & Hogan, D. (2005).Researching children's experience. Sage Publication, London.
• Grewal, P.S. (1990). Methods of Statistical Analysis. Sterling Publishers, New Delhi.
• Guptha, S. (2003). Research Methodology and Statistical Techniques. Deep & Deep Publishing, New Delhi.
• Hegde, M. N. (2003). Clinical research in communicative disorders. PRO-ED: Austin, Texas
• Khan, M.S. (2005). Educational research. Ashish Publishing House: New Delhi

• Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.
• Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananathapuram.
• Siegel, A., &Castellen, N.J. (1988). Non Parametric statistics for Behavioural Sciences. McGraw-Hill, New York.
• Silverman, D. (2012). Qualitative Research. Sage Publication, London.

Suggested Readings

• Berg, B.L., & Lune, H. (2011). Qualitative Research Methods for the Social Sciences Pearson Publication, Boston.
• Bogdan, R. C., & Biklen, S. K. (2007). Qualitative research for education: An introduction to theory and methods (5th ed). Pearson, Boston.
• Lipsey, M.W. (1990). Design Sensitivity: Statistical Power for Experimental Research. Sage Publications, Newbury Park, CA.
• Singh, A. K. (2004).Tests Measurement and Research Methods in Behavioural Science. Tata McGraw-Hill Publishing, New Delhi.

CURRICULUM DESIGN & DEVELOPMENT

Course Code: MSE-202 **Credits: 04**
Time of Examination: 3 Hours **Marks: 100**
External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

Changes in society constantly demand new knowledge and skills and require the continuous development of our educational system. This course will provide the trainee the foundational know-how and theoretical underpinning of curriculum development from design and implementation to evaluation and an informed and critical understanding about curriculum differentiation

Course Outcomes

After completing the course student teachers will be able to

• *Define curriculum and its scope with historical perspective.*
•*Understand principals, basis and fundamental of curriculum development.*
• *Understand and analyze various approaches to curriculum development.*
•*Differentiate curriculum and its theories of development.*
•*Design and develop of curriculum for universal learning*
•*Assess and evaluate curriculum*
• *Explain and demonstrate curriculum.*
•Discuss the issues of curriculum critically.

Unit 1: Nature of Curriculum

1.1 Definition and scope of curriculum
1.2 Bases of Curriculum-philosophical, sociological and psychological
1.3 Principles of curriculum transaction
1.4 Fundamentals of curriculum development: knowledge based, activity based, skill based and experience based
1.5 Historical and contemporary evolution of curriculum

Unit 2: Approaches & Types of Curriculum Development

2.1Developmental Approach
2.2 Functional Approach
2.3 Eclectic Approach
2.4 Ecological Approach
2.5 Expanded Core Curriculum
2.6 Hidden Curriculum

Unit 3: Principles of Curriculum Construction

3.1 Curriculum & Ideology
3.2 Curriculum as a Social Construct
3.3 Differentiating between Curriculum Design and Curriculum development
3.4 Theories of Curriculum Development
3.5 Universal Design of Learning for Curriculum Development

Unit4: Curriculum Development & Instructional Design

4.1 Differentiation of Curriculum
4.2 Pedagogical Theories and curriculum transaction
4.3 Material and Instructional Adaptations
4.4 Assessment and Evaluation

Unit 5: Critical Issues in Curriculum

5.1 Organization of learning opportunities for diverse needs
5.2 Designing integrated and inter-disciplinary learning experiences
5.3 Collaborative curriculum
5.4 Alignment of curriculum and modes of assessment
5.5 Curricular trends

Transaction

Group discussion, lecture-cum-discussion, panel discussion, school visits and teaching observations, individual assignment of lesson planning based on learning needs in the classroom.

Course Work/ Practical/ Field Engagement

• Write a 2000 word essay describing a curriculum in action in an inclusive school
• Adapt any one lesson in collaboration with a regular teacher within a secondary school text book (using one of the approaches to curriculum development) to meet the needs of children with disabilities

Essential Readings

• Aggarwal, D. (2007).Curriculum development: Concept, Methods and Techniques. Book Enclave, New Delhi.
• Alexander, R. J. (2001). Culture and pedagogy: International comparisons in primary education. Oxford and Boston, Blackwell.
• Daniels, H., & Goodland, J. (1979). Curriculum Enquiry the Study of Curriculum Practices. McGraw Hill, New York.
• Daniels, H., & Porter, J. (2011). Educational theories, cultures and learning: A criticalperspective. Routledge, London.
• Ornstein, A. C., Pojak, E. F., & Ornstein, S. B. (2006). Contemporary issues incurriculum. Allyn & Bacon, Boston.
• Wiles, J. (2009). Leading Curriculum Development. Corwin Press, New Jersey.
• Wiles, J.W., & Joseph, B. (2006). Curriculum Development: A Guide to Practice.Pearson Publication, London.

Suggested Readings

• CIET(2006). The process of Making National Curriculum Framework-2005: A Videodocumentary both in Hindi and English, CIET,NCERT, New Delhi.
• Jacobs, H. H. (1997). Mapping the Big Picture: Integrating Curriculum andAssessment K-12 (Professional Development). Association for Supervision &Curriculum Development, Alexandria.
• Westbrook, J., Durrani, N., Brown, R., Orr D., Pryor J, Boddy, J., & Salvi, F. (2013).Pedagogy, Curriculum, Teaching Practices and Teacher Education in DevelopingCountries. Final Report. Education Rigorous Literature Review. Department forInternational Development.
• Wiggins, G., & Mc Tighe, J. (2005). Understanding by Design. Association forSupervision and Curriculum Development, Alexandria.
• Wiles, J. W., & Bondi, J. C. (2010). Curriculum Development: A Guide to Practice.Prentice Hall, New Jersey.

INCLUSIVE EDUCATION

Course Code: MSE-203 **Credits: 04**
Time of Examination: 3 Hours **Marks: 100**
External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

This course will prepare teacher trainees to develop insights into models, evolution, currentissues and strategies for developing inclusive learning environments. This course willpromote collaborative skills in the trainees in order to address special learning needs in theclassroom.

Course Outcomes

After completing the course student teachers will be able to

• *Concept of inclusive education with its historical perspective within India and at global level.*
• *Explain the philosophical, sociological and rights perspective of inclusive education.*
• *Approaches and principal of inclusive education.*
• *Create and understand learning environment for inclusion.*
• *Plan a universal design for learning for special children.*
• *Know about policies and commissions regarding inclusive education.*
•*Develop skills in using a wide range of tools, instructional strategies, social supports toassist students with disabilities learn effectively.*
•*Develop the skills associated with inter-personal relationships, managing relations ineducational settings, problem-solving in educational settings, leadership and workingin teams to promote inclusion.*

Unit 1: Perspectives in Inclusive Education

1.1 Historical perspective of Inclusive education globally and in India
1.2 Approaches to disability and service delivery models
1.3 Principles of inclusive education
1.4 Key debates in special and inclusive education
1.5 Research evidence on efficacy and best practices associated with inclusive education

Unit 2: Covenants and Policies Promoting Inclusive Education- A Critique

2.1 International Declarations: Universal Declaration of Human Rights (1948), WorldDeclaration for Education for All (1990)
2.2 International Conventions: Convention Against Discrimination (1960), UnitedNations Convention on Rights of a Child (1989), United Nations Convention ofRights of Persons with Disabilities (UNCRPD) (2006), Incheon Strategy (2012)
2.3 International Frameworks: Salamanca Framework (1994)
2.4 National Commissions & Policies: Kothari Commission (1964), National EducationPolicy (1968), National Policy on Education (1986), Revised National Policy ofEducation (1992), National Curricular Framework (2005), National Policy forPersons with Disabilities (2006)
2.5 National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995),National Trust Act (1999), SSA (2000), RTE (2009) and amendment 2012, RMSA(2009), IEDSS (2013)

Unit 3: Building Inclusive learning Environments (I)

3.1 Identifying barriers to Inclusion- Attitudinal, Systemic and Structural
3.2 Ensuring Physical, Academic and Social Access
3.3 Leadership and Teachers as Change Agents

3.4 Assistive Technology
3.5 Whole School Development

Building Inclusive Learning Environments (II)

3.6 Classroom Management
3.7 Effective Communication
3.8 Promoting Positive Behaviour
3.9 Reflective Teaching
3.10 Peer mediated instruction: Peer tutoring, Co-operative learning

Unit 4: Planning for Including Diverse Learning Needs

4.1 Universal design of learning
4.2 Adaptations and accommodations for sensory impairments
4.3 Adaptations and accommodations for children with multiple disabilities
4.4 Adaptations and accommodations for children with neuro-developmental disabilities
4.5 Adaptations and accommodations for children with intellectual impairment
4.6 Adaptations and accommodations for gifted children

Unit 5: Collaborations

5.1 Models of collaboration
5.2 Working with Parents
5.3 Managing Conflict
5.4 Co-teaching
5.5 Mentoring and Coaching

Transaction

Interactive course with discussion as well as field work to get first-hand experience of coteachingmainstream classrooms with children with disability

Course Work/ Practical/ Field Engagement

• Study the impact of UNCRPD on RTE's provisions for children with disabilities
• Review of research in any one area in inclusive education and highlight itsimplications for the practitioner
• Develop a differentiated lesson with content, process, and products adapted to suit aspecific learner
• Implement the lesson plan above in a regular school using one of the models ofcollaborative teaching. Write your reflections in a journal

Essential Readings

• Clough, P., & Corbett, J. (2000). Theories of Inclusive Education. Paul ChapmanPublishing, London.
• Constitution of India (1950). Article 41, Ministry of Law and Justice, New Delhi.
• Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford,Heinemann.
• Jorgensen, C. M., Mc Sheehan, M., &Sonnenmeier, R. M. (2009). Essential bestpractices in inclusive school. Institute on Disability/UCE, University of NewHampshire
• Mukhopadhyay, S., & Mani, M. N. G. (2002). Education of Children with SpecialNeeds, in Govinda, R. (2002) (Ed) India Education Report. Oxford University Press,New Delhi.
• Peterson, M., &Hittie, M. (2009). Inclusive teaching: The journey towards creatingeffective schools for all learners. Merrill, New Jersery.
• Skidmore, D. (2004) Inclusion: The Dynamic of School Development, OpenUniversity Press, Buckingham.
• Villa, R. A., & Thousand, J. S. (2005) Creating An Inclusive School, Association forSupervision and Curriculum Development. ASCD, Alexandria.
• Wade, S. E. (2000). Inclusive Education: A Casebook and Readings for Prospectiveand Practicing Teachers. Lawrence Erlbaum Associates, New Jersery.

Suggested Readings

• Berry, B., Daughtrey, A., & Weider, A. (2010). Teacher leadership: Leading the wayto effective teaching and learning. Centre for Teaching Quality, Washington, DC.
• Carr, J. F., Herman, N., & Harris, D. E. (2005) Creating Dynamic Schools throughMentoring, Coaching, and Collaboration. ASCD, Alexandria.
• Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). Peer support strategies:Improving all students' social lives and learning. Paul H. Brookes, Baltimore.
• Kunc, N. (2000). Rediscovering the right to belong. In R. A. Villa & J. Thousand(Eds.), Restructuring for caring and effective education: Piecing the puzzletogether Brookes. Baltimore.
• Mastropieri, M. A., & Scruggs, T. E. (2006). The inclusive classroom: Strategies foreffective instruction. Prentice-Hall, New Jersery.
• Odom, S. L., McConnell, S. R., Ostrosky, M., Peterson, C., Skellenger, A., Spicuzza,R., Chandler, L. K., McEvoy, C. A., &Favazza, P. C. (1993). Play time/social time:Organizing your classroom to build interaction skills. Communication Skill Builders,Tucson, AZ.
• UNESCO (1994).The Salamanca statement and framework for action on specialneeds education. Paris.

APPLICATION OF ADVANCED TECHNOLOGY AND PERSONS WITH VISUAL IMPAIRMENT

Course Code: MSE-204 **Credits: 04**
Time of Examination: 3 Hours **Marks: 100**
External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

Developments in the sphere of assistive technologies and ICT have opened up a wide arrayof exciting opportunities and possibilities for persons with visual impairment. These technologies must, now, form the basis of all activities for effective empowerment of the visually impaired.It is, therefore, in the fitness of things that technology solutions should form the subject matterof the present course. The course familiarizes the M.Ed. students with devices in the fields of education, independent living, employment and related aspects. So extensive, in fact, is the scope and range of technology applications for the visually impaired, today that it is well-neigh impossible to list each and every solution here. Therefore, the course seeks to present a representative sampling with a view to providing the students an indication of the trends and developments in the field. It is hoped that the students would find the devices most fascinating and would be motivated to move further ahead on their own to know of various other technology applications.

The course also focuses on enabling the students to develop the capacity of ascertaining the efficacy of these devices in the Indian conditions. It also provides them an insight on how they could help in resource-mobilization for the acquisition of these technologies, many of which are extremely costly from the Indian perspective.

Course Outcomes

After completing the course student teachers will be able to

•Know the concept of technology and its historical perspective in special education.
• Explain the relevance of technology for persons with visual impairment.
• Facilitate visual impaired children with modern technology.
• Application of technological devices to educate Visually Impaired.
• Illustrate various devices to facilitate the education of persons with visual impairment.
•Describe various technological devices for promoting quality of life of persons with visual impairment.
•Critically analyze suitability/appropriateness for various technological devices for persons with visual impairment.
• Discuss various trends in research on technology for persons with visual impairment.

Unit 1: Introduction to Technology for the Visually Impaired

1.1 Historical perspective of assistive technology in the rehabilitation of persons with visual impairment

1.2 Concept, need and importance of assistive technology with specific reference to the Indian context

1.3 Types of Assistive Technologies

1.4 Special roles of technology for facilitating empowerment of persons with visual impairment

1.5 Hardware, software, cybernetics and systems, with special reference to persons with visual impairment- an overview

Unit 2: Technological Devices– Traditional and Modern for the Education of the Visually Impaired

2.1 Writing Technologies: Braille Slates of different types, Brailler– mechanical and electrical, computers with screen readers and computer-based screen magnifiers and screen readers for Indian languages, Braille Note takers and Smart Brailler
2.2 Reading Technologies: Braille, Refreshable Braille Displays, Stand-Alone reading machines, OCR systems, scanner/ camera-based OCR systems, Indian languages scanning software and Text to Speech (TTS), screen readers for phones and tablets, Smart Phone and DAISY players
2.3 Technology for Mathematics and Science Education: Abacus, Taylor Frame, Geo Kit, measuring tapes-- strengths and limitations; softwares for accessing Mathematics and Science text, hardwares and softwares for making Science Lab accessible: Automatic Stir Station (hardware), Drop Counter(hardware), Sci-Voice (software),Talking Interferential Therapy Machine(hardware), Talking Lab Quest and Talking Logger
2.4 Braille Production Technologies: Stero typing Machines- mechanical and electrical, Braille translation software with special reference to Indian languages, embossers and printers, Braille labeling systems, tactile diagrams and graphics production devices
2.5 Critical analysis of the devices mentioned under Unit 2.1 to 2.4 in the context of theIndian situation

Unit 3: Technologies for Facilitating Independent Living for Persons with Visual Impairment

3.1 Mobility Devices: canes - rigid, collapsible, folding and Smart Canes; Global Positioning Systems (GPS), ultra sonic devices, vibrating technologies
3.2 Fitness and Health: Thermometer - tactile and audio, Talking Blood Glucose Meter, Talking Blood Pressure Device, Talking Medcenter Pill Organizer System, Talking Pedometer, weighing machine- Braille and Talking
3.3 Recreational Devices - Chess Board, playing cards, adapted Ludo and Snakes and Ladders, adapted Scrabble, adapted puzzles, Talking Chess, audio Cricket Ball and audio Football, adapted Table Tennis/ Show Down, Goleball, adapted Volley Ball
3.4 Home management Devices: audible/ vibratory Liquid Level Indicator, Talking Measuring Cup, Talking Food Thermometer, Talking Kitchen Scale, Talking Microwave Oven, Talking Timer, Braille and Talking Alarm Clocks and Watches, Needle Threader
3.5 Critical analysis of devices mentioned under Unit 3.1 to 3.4

Unit 4: Employment-related Technologies for the Visually Impaired

4.1 Braille Shorthand Machine
4.2 Dictaphone
4.3 Dictation Software
4.4 Application of screen reading technologies for promoting/ diversifying employmentopportunities
4.5 Making workplaces and available workshop equipment and other machinesaccessible to persons with visual impairment– Guidelines and Principles

Unit 5: Procurement and Assessment of Technological Devices for Persons with Visual Impairment

5.1 Sources of availability and maintenance of technology devices
5.2 Resource mobilization for procurement of devices
5.3 ADIP scheme of the Government of India, Department of Empowerment of Personswith Disabilities
5.4 Parameters for assessing efficacy/ suitability of devices in the Indian context
5.5 Recent trends in research on technology for visually impaired

Course Work/ Practical/ Field Engagement

• Analyze critically the efficacy of any two traditional/modern devices from Unit 2 toUnit 4

• Draw up a list of addresses of suppliers of technological devices for persons withvisual impairment
• Survey the availability and use of technology in one special school and one inclusiveschool and prepare a critical report

Essential Readings

•Taraporevala, S., &D'Sylva, C. (2014). Equip Your World: A Synoptic View ofAccess Technology for the Visually Challenged. Joint Publication of NIVH,Dehradun & XRCVC, Mumbai.
• Mani. M.N.G. (1997). Amazing Abacus. S.R.K. Vidyalaya Colony, Coimbatore.
• Singh, J.P. (2003). Technology for the Blind- Concept and Context, Kanishka Publication, New Delhi.
•Proceedings: Asian Conference on Adaptive technologies for the Visually Impaired(2009). Asian Blind Union, New Delhi.

Suggested Readings

• Fernandez, G., Koening. C., Mani. M.N.G., &Tensi, S. (1999). See with the BlindBooks for Change, Banglalore.
• Scheiman, M., Scheiman, M., & Whittaker, S.G. (2007). Low Vision Rehabilitation.SLACK Incorporated, New Jersey.
• https://www.afb.org/prodmain.asp
• http://www.independentliving.com/products.asp?dept=141&deptname=New-Products
• http://shop.rnib.org.uk
• http://shop.lighthouseguild.org

PRACTICAL RELATED TO VISUAL IMPAIRMENT

Course: MSE-205 **Credits: 04** **Marks: 100**
Internal: 20; External: 80

Course Outcomes
After completing the course student teachers will be able to

- *Use relevant ICT aids to make teaching effective,*
- *Prepare lesson plans to teach pedagogy subjects, inclusive education & specialized papers.*

• 5 lectures with B.Ed. students (1 in pedagogy subject, 1 in inclusive education, and 3in specialization papers) -- 50 Marks (@ 10)

• Teaching of ICT to B.Ed. students 5 classes -- 50 marks

OVERVIEW OF DIVERSITY AND SPECIAL EDUCATION
CBCS- OESS

Course Code: MSE-OE-1 **Credits: 02**
Time of Examination: 2 Hours **Marks: 50**
External-40; Internal-10

Note:- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt total four questions i.e. one question from each unit. All questions will carry equal marks.

Course Outcomes

After undergoing the course the student teachers will be able to:-

- Describe and diagnose different types of disabilities i.e. Visual Impairment, Hearing Impairment, Physical Disability, Intellectual Challenges, Learning Disability.
- Understand perspectives on Special Education.
- Critically analyze the various issues related to practice of the education of the differently abled
- Understand issues in early Special Education Intervention.
- Explain various issues in teacher preparation in special education.
- Describe national disability resources and technological resources for children with special needs

UNIT-I

An overview of special needs -Meaning, Identification and Characteristics of the following-

1. Visual Impairment
2. Hearing Impairment
3. Physical Disability
4. Intellectual Challenges
5. Learning Disabilities

UNIT-II

1. Conceptual issues, practical issues, issues reflected in practice.
2. Perspectives on classification; perspectives on categorical treatment and labeling; perspectives on environments and prevalence; perspectives on the regular education initiatives; perspectives on categorical relevance; perspectives on out of school placements.

UNIT-III

1. Current decision making practices, assessment practices: who is assessed, what is assessed; assessment techniques and procedures; who performs assessment, relevance to intervention/remediation.

2. Issues in teaching views of causality and their relationship to treatment approaches; place and time of intervention, objectives of teaching, procedures of teaching; criteria for effectiveness of speaking

UNIT-IV

1. Teacher Preparation in Special Education – Teaching competencies, collaborative consultation and Communication.
2. Technological Resources – Information, Communication, Learning and Supportive Technology for children with special needs.

SUGGESTED READINGS

Ashman, F. Adrian., & Conway, N. F. Robert (1989). *Cognitive Strategies for Special education*. Rout ledge: London and New York.

Ashman, F. Adrian & Elkins, J (1998). *Educating Children with Special Needs* (3rd edition). Prentice Hall: New York.

Berdine,W. H., & Blackhurst, A.K. (1985). An Introduction to Special Education, Boston: Harper Collins

Fernandez, G. , Koenig, C., Mani, M.N. G., & Tesni, S. (1999). See with the blind: Trends in education of the visually impaired, Bangalore: CBM and Books for Change

Gearheart, B.R., Ruiter, J.A., & Sileo, T.W. (1988). Teaching Mildly and Moderately Handicapped Students. New Delhi: Prentice Hall of India.

Gearheart, R. Bill; Weishahn, W. Mel; Gearheart, J. Carol (1992). *The Exceptional Students in the Regular Classroom* (5th edition). Macmillan Publishing Co. New York.

Giuliani, G. & Pierangelo, R.. (2006). The Big Book of Special Education resources, CA:Corwin Press

Hallahan D. P., & Kauffman, J. M. (2000). Exceptional learners: An introduction to special Education, Boston: Allyn & Bacon

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Kirk, S. A., & Gallagher, J.J. (2000). Education of Exceptional Children. Boston: Houghton Mifflin

Kundu, C.L.,Singh, J. P., & Ahluwalia, H.P.S. (2005). Accredited institutions of Rehabilitation Council of India. New Delhi: RCI.

Loreman, T., Deppler, J., & Harvey, D. (2005). Inclusive Education: A Practical Guide to Supporting Diversity in the classroom, NY: Routeledge Falmer.

Olson, Judy and Platt, Jennifer (1992). *Teaching children and Adolescents with Special Needs*. Macmillan Publishing Co. New York.

Rao, I., Prahladrao,S., & Pramod, V. (2010). Moving away from Labels, Bangalore: CBR network (South Asia)

Singh, J. P., & Dash , M. K. (2005). Disability Development in India, New Delhi: RCI.

WHO (1980). International Classification of Impairments. Disabilities and Handicaps, Geneva:WHO.

WHO (2001). ICF: International Classification of Functioning, Disability and Health. Geneva:WHO.

SEMESTER III
PERSPECTIVES IN TEACHER EDUCATION - IN-SERVICE AND PRE-SERVICE

Course Code: MSE-301 **Credits: 04**
Time of Examination: 3 Hours **Marks: 100**
External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

This course intends to orient the student about the aims and purpose of teacher education and critically reflect on its' status in India with specific reference to the developments in the field of special and inclusive education as well as identify the issues and challenges. A critical understanding of pre-service and in-service education of teachers in special and inclusive education would promote skills of designing and evaluating curriculum as well as capacities in transacting teacher training programs with essential inputs.

Course Outcomes

After completing the course student teachers will be able to

- *Gain insight and understand development of Teacher Education and its significance..*
- *Discuss the type and its structure of teacher education for disabled.*
- *Reflect on issues and problems related with teacher education of disabled.*
- *Familiar with responsibilities of different organizations in preparation of competent teachers and critically examine it.*
- *Understand the importance of pre-service and in-service programmes*
- *Develop capacity to plan and execute different programme with special needs children.*
- *Appraise the existing teacher education curriculum and its relevance, issues and challenges.*
- *Understand the role of various agencies related to teacher education of disabled.*

Unit 1: Understanding Teacher Education (TE)

1.1 Concept, Aims and Objectives of TE
1.2 Significance of TE in India
1.3 Types of TE: Pre-service and In-service; Continued development of Teacher as a Professional
1.4 Structure of TE in India and Organizations/Agencies involved
1.5 Factors influencing the practices in TE and quality

Unit 2: TE and Education of Children with Disabilities

2.1 Early Initiatives in preparing teachers for children with disabilities in India
2.2 Establishment of various national institutes and development of TE in special education
2.3 Establishment of RCI as a statutory body in standardizing and promoting TE in special education
2.4 Changes in School Education for Children with Disabilities and its Impact on TE
2.5 Paradigm shift from Segregation to Inclusion Impacting TE

Unit 3: Pre-service TE in Education of Children with Disabilities

3.1 Changing scenario of teacher education curriculum and evolving priorities
3.2 Characteristics of TE framework developed by RCI, structure and organisation of different components of TE Curriculum
3.3 Components of Pre-service TE: overview of courses at different levels, weight age of course work and evaluation
3.4 Various components of TE curriculum and their transactional modalities
3.5 Organisation, transaction and evaluation of different components of TE curriculum including school based practicum, and internship

Unit 4: Continued Teacher Development Program

4.1Need and modalities for continuing professional development of a teacher (Continuing Rehabilitation Education (CRE), Workshop, Seminar, Conferences, Projects, Exchange programmes) and their advantages and limitations

4.2 Structures and models of in-service teacher education- sub-district, district, State, regional and national level organisations and their role, voluntary efforts

4.3 Modes (face to face, distance modes, on line and mixed modes) and models (induction, one shot, recurrent, cascade, multi-site, school based, and course work) of in-service TE

4.4 Planning an in-service TE programme- preliminary considerations (purpose, duration, size of group, activities and budget)

4.5 Designing and organizing an in-service TE programme- assessment of training needs, identifying essential components, guidelines

Unit 5: Issues and Challenges in TE for Education of Children with Disabilities

5.1 Teacher motivation and working conditions; opportunities for professional development

5.2 Organizing TE: Conventional versus ODL

5.3 Collaboration/linkage between MHRD/ NCTE and MSJE/ RCI

5.4 Single disability versus cross disability approach in TE and addressing disability issues in general education curriculum

5.5 ICT and TE

Course Work/ Practical/ Field Engagement

• Prepare a checklist/schedule to collect information about curriculum transaction either in Diploma or B.Ed. in Special Education Courses in any Training Institute. Take interview of at least 10 student teachers and analyses the data to suggest improvement in quality of training

• Prepare a checklist/schedule to collect information from employer about competency of passed out student teachers. Take interview of at least 5 principals of schools having children with disabilities and analyses the data to suggest improvement in quality of training and the need for in-service training

Suggested Readings

• NCTE (1998). Policy Perspectives in Teacher Education: Critique and Documentation, New Delhi.

• Saxena, N.R., Mishra, B.K., &Mohanty, R.K. (1998). Teacher Education, R-Lall Book Depot, Meerut.

• Sharma, R.A. (2002). Teacher Education. International Publication House, Meerut.

EDUCATIONAL EVALUATION

Course Code: MSE-302 **Credits: 04**
Time of Examination: 3 Hours **Marks: 100**
External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

Education is a continuous process which begins with evaluation and ends with evaluation. This course intends to orient the learners with the foundation, scope and practices followed in educational evaluation and undertaking adaptations to suit the needs of children with disabilities. The course also takes the learners one step ahead by building an understanding of the contemporary evaluation practices as well as programmed evaluation.

Course Outcomes

After completing the course student teachers will be able to

- *Explain the key concepts of evaluation and its development.*
- *Describe the principals, areas and function of evaluation..*
- *Describe the scope of evaluation in education.*
- *Understand the strategic planning for effective evaluation.*
- *Describe the role of evaluation for teaching-learning process.*
- *Know the process of standardization and application of effective tool for evaluation.*
- *Describe the ways & means of evaluation of programmes.*
- *Evaluate instructional programmes with sensitivity.*
- *Explain the current trends in evaluation.*

Unit 1: Foundations in Evaluation

1.1 Concept of testing, measurement, assessment and evaluation
1.2 Difference between investigation, auditing, monitoring & evaluation
1.3 Principles of Evaluation
1.4 Areas of Evaluation
1.5 The evolution of the evaluation function; i) Measurement/ comparison,Transparency/ accountability, ii) Understanding/ learning/ decision making/ positiveaccountability

Unit 2: Scope of Evaluation

2.1 Problem-solving and decision-making
2.2 Positive accountability and excellence in education
2.3 Knowledge construction and capacity building of learners
2.4 Organizational learning and change, and strategic planning
2.5 Advocacy & communication

Unit 3: Teaching-learning and Evaluation

3.1 Evaluation of learning, for learning and in learning- Contexts, Need & Nature
3.2 Tools for evaluation and process of standardization
3.3 Equity & fairness in evaluation including adaptations & Accommodations
3.4 Report writing: Format, Content & Mechanics
3.5 Mastery Level Learning

Unit 4: Programme Evaluation & Review

4.1 Concept, need, goals and tools
4.2 Evaluation of instructional programmes
4.3 Techniques of programme evaluation
4.4 Reliability, validity and sensitivity in programme evaluation
4.5 Reviewing outcomes

Unit 5: Current Trends in Evaluation

5.1 Knowledge based evaluation
5.2 Performance Based Evaluation: Role play, Concept maps
5.3 Authentic Evaluation: Interviews, Writing samples, Projects, Exhibitions, Reflective Journals
5.4 Self evaluation: Rubrics & Rating scales
5.5 Exams: Online, On-demand, Take-home Power Tests & Open book

Transaction & Evaluation

• Lecture-cum-demonstration, Workshops on developing tools for content and programme evaluation
• Assignments, Presentations and Class Tests

Practicum

• Observe and prepare a report on evaluation practices at any two levels in (i) aMainstream and (ii) a Special school. Critically analyze the evaluation practices.
• Develop a format for self evaluation for teachers in special or mainstream.
• Develop tools one each for Knowledge based, Performance based &Authenticevaluation for children with disabilities studying in a class or a subject of your choice.

Essential Readings

• Airasian, P.W. (1991). Classroom Assessment.McGraw-Hill, New York.
• American Educational Research Association, American Psychological Association,and National Council on Measurement and Education. (1999). Standards foreducational and psychological testing. Washington, DC: American EducationalResearch Association.
• American Federation of Teachers, National Council on Measurement in Education,and the National Education Association. (1990). Standards for teacher competence ineducational assessment of students. Washington, DC: Author.
• Gipps, (1996). Assessment for learning. In Little, A. and Wolf, A. (eds) Assessmentin transition: Learning, monitoring and selection an international perspective. OxfordPergamon Press, London.
• Gronlund, N.E., & Linn, R. (1990). Measurement and evaluation in teaching (6^{th}Edition). Macmillan, New York.
• Hamayan, (1995). Approaches to alternative assessment. "Annual Review of AppliedLinguistics," 15, 212-226.
• Headington (2003). Monitoring, Assessment, Recording, Reporting & Accountability.II-Ed, David Fulton Pub. , London.
• Hibbard, K. M. and others. (1996). A teacher's guide to performance-based learningand assessment. Alexandria, VA: Association for Supervision and CurriculumDevelopment.
• Mathew, S. (2005). Evaluation: curricular strategies and adaptations for children withhearing impairment. Kanishka: New Delhi.
• Mathew, S. & Mishra, A. (2010). Knowledge based evaluation of students withhearing impairment. Journal of NCED, 2(1), 26-33.
• Mathew, S. (2010). Educational Evaluation .Curriculum and teaching strategies forCWHI. MED SEDE (HI) Manual, IGNOU, New Delhi.
• Mehrens, W. A., & Lehmann, I. J. (1991). Measurement and evaluation in psychology(IVED).Harcourt Brace College Publishers, New York.
• NSW syllabuses: Assessment for, as and of Learning. Retrieved fromsyllabus.bos.nsw.edu.au/support.../assessment-for-as-and-of-learning on 10.4.2015
•Programme evaluation and review technique. Retrieved fromhttp://www.inc.com/encyclopedia/program-evaluation-and-review-techniquepert. html on 10.4.2015
•School self-evaluation. http://www.education.ie/en/Schools-Colleges/Services/Quality-Assurance/SSE-Primary-and-Post-Primary/School-Self-Evaluation.html on 10.4.2015

•School self-evaluation. Retrieved from http://schoolself-evaluation.ie/postprimary/index.php/what-school-selfevaluation/?doing_wp_cron=1429505616.9318289756774902343750 on 10.4.2015
•UNICEF (2006). New trends in development evaluation. Retrieved fromhttp://www.unicef.org/ceecis/New_trends_Dev_EValuation.pdf on 16.4.2015
• Wiggins, G. (1993) Assessing studentsperformance.SanFrancisco:Jossey-Bass.

Suggested Readings

• Braden, J. (2001). The clinical assessment of deaf people's cognitive abilities. Inclark,M. D.; Marschark, M., &Kretchmer, M.(Eds.). Context, cognition and deafness,Galludet University press, Washington.Pg.14-37.
• Elliot, S.N., Kratochwill, T. R., & Gilbertson, A. G. (1998). The AssessmentAccommodation Checklist: Who, What, Where, When, Why and Who? TeachingExceptional Children, 31(2), 10 –14.
• Eriksen, S.C. (1969). The teacher made test. Memo to the Faculty, no.35.AnnArbor:Centre for Research on learning and teaching, University of Michigan.
• Fernandez, H. (2008). Knowledge based achievement of students with hearingimpairment on different types of assessment. Unpublished Master Disseratation,University of Mumbai.
• Frechtling, J.A. (1991). Performance assessment: Moonstruck or the real thing?Educational Measurement: Issues and Practices, 10(4), 23-25.
• Jacob, L. C., Chase, C. N. (1992). Developing and using tests effectively: A guide forfaculty. Josse-Bass Publishers, San Francisco.
• Junaid, I.M., & Muhammad, D. N. (2002). Assessing nomadic children's learningachievement: what tools and which strategies? Retrieved fromcurriculum.pgwc.gov.za/resource_files/22153409_16.doc
• Linn. R.L, Baker, E. L., & Dunbar, S. B. (1991). Complex Performance basedassessment. Educational Researcher, 20(8), 15-21.
• Mathew, S. (2010). Impact of Knowledge Based Evaluation on Achievement ofStudents with Hearing Impairment: An Experimental Study. A PhD Thesis(Unpublished), MJP Rohilkhand University.
• Meyer, C.A. (1992) .What is the difference between Authentic and Performanceassessment? Educational Leadership,49(8),39-40
• Mountain, A. (2005). Science assessment of deaf students: Considerations andimplications of state accountability. Measurements.MSSE Masters Project. Submittedto the National Technical Institute for the Deaf, Rochester Institute of Technology,New York.
• Musselman, C.R., Lindsey. P. H.,& Wilson A. K. (1988). An evaluation of recenttrends in preschool programming for hearing impaired children. Journal of Speech andHearing Disorders, 53, 71-88.
• Nair, P. (2005). A study of the effectiveness of individualized instructional materialon mastery of mathematical concepts related to time in children with hearingimpairment. Unpublished Master Dissertation, University of Mumbai.
• Stiggins, R.J. (1994). Student-Centered classroom assessment. MacMillan, New York
• Tannenbaum, J.E. (1996). Practical Ideas on Alternative Assessment for ESLStudents. ERIC Clearinghouse on Languages and Linguistics Washington DC, ERICIdentifier ED395500, 1-6.

ADULTHOOD AND FAMILY ISSUES

Course Code: MSE-303 **Credits: 04**
Time of Examination: 3 Hours **Marks: 100**
External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

Parents are advocates, teachers, and nurturers for their children. Family members of any person with visual impairment are at a risk for emotional difficulties if their support systems or coping skills are inadequate. Learners must understand the challenges that are often associated with a family of a person with visual impairment from birth till adulthood focusing on periods of transition. Learners should be able to empower the parents with information regarding the array of educational services and supports available to the families of children with visual impairment.

Course Outcomes

After completing the course student teachers will be able to

- *Analyze the role of family as a support system for disabled.*
- *Understand the family involvement in child development.*
- *Discuss the concerns of the family of a person with visual impairment.*
- *Explain the meaning and definition of* Individualized Transition Plan (ITP).
- *Meet the challenges faced at different stages of transition of a person with visual impairment.*
- *Develop the skills to prepare an ITP and IFSP.*
- *Know about the family issue about education, carrier and life.*
- *Discuss the components of family support services.*
- *Develop a critical understanding of schemes for equal opportunities.*

Unit 1: Role of Family in the Continuum of Support System

1.1 Adjustment and accommodation to the birth of a special child
1.2 Organization and family functioning
1.3 Family involvement in infancy and early childhood
1.4 Family involvement in school age
1.5 Family involvement in transition to adulthood

Unit 2: Transition Issues

2.1 Transition from home to school
2.2 Transition from school to college
2.3 Transition from education to work
2.4 Meaning and Definition of Individualized Transition Plan (ITP)
2.5 Role of family in developing ITP

Unit 3: Family Issues in Adulthood

3.1 Higher Education
3.2 Career Education
3.3 Life Skills Education
3.4 Marriage and home skill management
3.5 Rehabilitation of adventitious visually impaired

Unit 4: Planning Family Support Services

4.1 Concept and objectives of family support services
4.2 Components of family support services
4.3 Identifying family needs

4.4 Individualized Family Service Plan (IFSP) under PL 99-457
4.5 Preparing an IFSP in Indian context

Unit 5: Equal Opportunity Provisions: Schemes and Facilities

5.1 Schemes for education of children from pre-school to higher and tertiary education
5.2 Schemes and facilities for vocational training and skill development
5.3 Schemes and statutory provisions to promote employment, self-employment, andlivelihoods
5.4 Concessions for persons with visual impairment
5.5 Concept and types of parent family partnerships

Course Work/ Practical/ Field Engagement (Any Two)

• The teacher trainees should develop an individualized transition plan for a givenperson with visual impairment
• The teacher trainees should develop an individualized family service plan for a familyof a person with visual impairment
• The teacher trainees should critically examine any two schemes under equalopportunity schemes

Essential Readings

• Bhandari, R., & Narayan, J. (2009).Creating learning opportunities: a step by stepguide to teaching students with vision impairment and additional disabilities,including deafblindness. Voice and vision: India.
• Educational Concessions and Facilities for Blind Students. National Association forthe Blind: Mumbai Foundation for the Blind.
• Kirk, S.A., Gallagher, J.J., &Anstasiow, N.J. (2000). Educating ExceptionalChildren. Houghton Mifflin Company: New York
• Lowenfeld, B. (1973).Visually Handicapped Child in School. American Foundationfor the Blind. New York.
• Lowenfeld, B. (1975). The Changing Status of the Blind from Separation toIntegration. Charles C. Thomas, Springfield.
• Narayan, J., &Riggio, M. (2005). Creating play environment for childrenHilton/Perkins: USA.
• Patil, H.J. (2008). (5 Ed).Concession for the Blind. National Association for theBlind: Mumbai
• Shah, A. (2008). Basics in guidance and Counselling.Global Vision PublishingHouse, New Delhi.
• Smith, D. D. &Luckasson, R. (1995). Introduction to Special Education – Teachingin an age of Challenge.(2 Ed).Allyn& Bacon, Boston.

Suggested Readings

• Fernald, L.D. & Fernald, P.S. (2001). Introduction to Psychology (5th ed.). A.I.T.B.SPublishers, New Delhi.
• Morgan, C.T., King, R.A., Weisz, J.R., &Schopler, J. (2002). Introduction toPsychology. (7Ed.). Tata McGraw Hill Publishing, New Delhi.
• Kundu, C.L. (2000). Status of Disability in India 2000, RCI: New Delhi.
• Lowenfeld, B. (1971). Psychological problems of children with impaired vision,Prentice-Hall, New Jersey.
• Furlong, M.J., Gilman, R. & Huebner, E.S. (2014). Handbook of Positive Psychologyin Schools.Routledge, New York.
• Hilgard, E.R., Atkinson, R.C. & Atkinson, R. L. (1975). Introduction to Psychology(6th ed.) Oxford, New Delhi.

EDUCATIONAL MANAGEMENT

Course Code: MSE-304 A **Credits: 04**
Time of Examination: 3 Hours **Marks: 100**
External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

Educational management is a field of study and practice concerned with the operation of educational organizations. The field draws links from diverse disciplines such as economics, general management & Information technology. The course content included in the present program hence includes inputs from varied disciplines and is envisaged to equip the learners to understand the know- how's of managing educational institutes on the basis of total quality management principles.

Course Outcomes

After completing the course student teachers will be able to

- *Explain the concept and areas of educational management.*
- *Explain the principles, process and styles of educational management.*
- *Describe the skills required for enhancing institutional quality for sustained development.*
- *Enumerate the skills required for capacity building of human resources.*
- *Explain quality management and its applications in education for disabled.*
- *Explain the skills needed to manage data for various information management processes.*
- *Understand the concept of educational management information system.*
- *Know the concept of financial management and its importance for an institution.*
- *Prepare cost effective budgets, proposals and describe ways of managing financial resources.*

Unit 1: Foundations in Educational Management

1.1 Definition & Concept: Management as an art, science, organization, person & adiscipline
1.2 Approaches to management; a) Classical approach, b) Human relation approach, c)Systems approach, d) Contingency approach
1.3 Principles & processes of management
1.4 Styles of management; autocratic, laissez-faire, transactional, contingency
1.5 Leader *vs.* Manager; role competencies

Unit 2: Total Quality Management in Education

2.1 Concept of Quality and issues in Quality management of educational institutes
2.2 Educational applications
2.3 Assessment of educational institutions
2.4 Strategic planning & Sustainable development
2.5 Implementing TQM

Unit 3: Human Resource Management

3.1 Manpower planning, talent acquisition & management
3.2 Employee benefits, welfare & Performance appraisals systems- 360 degree approach
3.3 Training, development & capacity building
3.4 Organizational behavior; climate & culture
3.5 Individual & group dynamics, conflict management & negotiations

Unit 4: Educational Management Information Systems (EMIS)

4.1 Need, relevance and National agencies for EMIS
4.2 Internal & external stakeholders of EMIS
4.3 Tools & process for collecting and disseminating data & using information
4.4 Constituting indicators & data monitoring plans

4.5 Dissemination, distribution & publication of data

Unit 5: Financial Management

5.1 Need &Importance of financial management in educational institutes

5.2 Basic concepts in accounting

5.3 Importance & types of budgeting

5.4 Resource mobilisation& allocation

5.5 Proposal writing for funding in educational institutes

Transaction

Lectures, Field visits, Self-study

Course Work/ Field Work

• Proposal writing for fund raising of an educational institution

• Review performance appraisals from 2 educational institutions one each from ateacher training college and other from special school

Suggested Readings

• Bhardwaj, K. S., (2014). Human Resource Development in Education. PartridgePublication, Gurgaon.

• Bush, T., & Paul, L. S. (2006). Principles and Practice of Educational ManagementChapman A Sage Publications Company, London.

• Chatterjee, B. K. (2011). Finance for Non – Finance Managers. Jaico PublishingHouse, New Delhi.

• Deshmukh, A.V., &Naik. A. P. (2010). Educational Management. HimalayaPublishing House Pvt. Ltd., Mumbai.

• Dessler, G. (2012). Human Resource Management. Prentice Hall, London.

• Dimmock, C. (2012). Leadership in Education: Concept, Themes and Impact.Routledge, New York.

• Leithwood, K., &Jantzi, D. (1999). Changing Leadership for Changing Times. OpenUniversity Press, London.

• Lewls, T. (2012). Financial Management Essentials: A Handbook for NGOs.

• Mathis, R. L., & Jackson, J. H. (2010). Human resource management (13th ed.).

• Mukhopadhya, M. (2011). Total Quality Management in Education.Sage publicationsIndia Pvt. Ltd. New Delhi.

• Nkomo, S. M., Fottler, M. D., & McAfee, R. B. (2010). Human resource managementapplications: Cases, exercises, and skill builders (7th ed.).

• Pande, S., &Basak, S. (2012). Human Resource Management.Text and Cases.Amazon Digital South Asia Services, Inc.

• Rayner, S. (2007). Managing Special and Inclusive Education.Sage PublicationsLtd. London.

• Senge, P. (2007). A Fifth discipline Resource. Schools that lead: Nicholas BrealeyPublishing, London.

• Senge, P.M. (1994). The fifth Discipline; The Art & Practice of The LearningOrganization.Currency Doubleday, New York.

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• Ulrich, D., &Brockbank, W. (2005). The HR Value Proposition. Boston: HarvardBusiness School Press. (ISBN-13: 978-1591397076 or ISBN-10: 1591397073).

EDUCATIONAL TECHNOLOGY

Course Code: MSE-304 B **Credits: 04**
Time of Examination: 3 Hours **Marks: 100**
External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Course Outcomes

After completing the course student teachers will be able to

- *Discuss the concept of Educational technology and its importance.*
- *Explain the communication and its process with effective models.*
- *Know the concept of instructional technology.*
- *Apply appropriate instructional strategies.*
- *Develop appropriate instructional media.*
- *Integrate suitable ICT effectively in teaching-learning-evaluation.*
- *Explain ICT and its need and importance with special reference to disability in 21st century.*
- *Suggest suitable modality of instruction (Online, Blended, etc.).*
- *Understand the recent trends of ICT and its use in education.*

Unit 1: Educational Technology

1.1 Concept, Definition and Scope of Educational Technology
1.2 Need and Role of Educational Technologists in India
1.3 Growth of conceptual framework of Educational Technology: ET1, ET2, ET3 …
1.4 Systems Approach; Meaning, Scope and Components
1.5 Communication Process
1.5.1 Meaning and components
1.5.2 Models of communication: Simple, Osgood and Schramm, Gerbner's mode
1.5.3 Interaction analysis: Equivalent Category System and Flander's Interaction Analysis System

Unit 2: Instructional Technology

2.1 Concept and Definition of Instructional Technology
2.2 Theories and Models of ISD: Dick & Carrey, Gagne, Kirk and Guftason
2.3 Steps in developing Instructional design :Learner analysis, Content analysis, Deciding entry and terminal behaviour, Preparing test, Selection of method, Selection of media, Development of material, Tryout, Formative and summative evaluation
2.4 Methods & Models Instructional designs for Large Group and Individual Instructions
2.5 Co-operative and Individual Learning Strategies for children with disabilities

Unit 3: Instructional and Interactive Learning

3.1 Interactive learning: concept, need and components
3.2 Instructional Media for children with Special needs
3.3 Interactive learning Material for children with disabilities
3.4 Development of Interactive learning Material
3.5 Integrating ICTs for children with special needs (e.g. Social Media, Collaborative tools and techniques such as Blogging, ICT tools for research, bibliography, etc)

Unit 4: ICT For Inclusion

4.1 ICT for 21st century learning
4.2 Dilemmas and Realities about applications in ICT in inclusive education
4.3 Potentials of ICT in inclusive education-Access, equity, participation, Skill development and life- long learning
4.4 ICT for teaching-learning
4.5 Role of ICT in curriculum transaction

Unit 5: Recent Trends in Technology

5.1 Online Learning
5.2 Blended Learning
5.3 M-Learning
5.4 MOOC
5.5 OER

Course Work/ Practical/ Field Engagement

• Prepare an observation report of classroom teaching based on Flanders Interaction analysis
• Prepare and plan an educational display on a bulletin board using charts, diagrams, graphs, posters, cartoons and comics
• Prepare a story board in any one unit of a subject for a child with disability
• Present a research paper on application of any one recent trend in inclusive education
• Seminar on issues in application of ICT in inclusive education

Suggested Readings

• Bhatt, B. D., & Sharma, S. R. (2003). Educational Technology concept and Technique(Modern Education Series). Kanishka Publisher, New Delhi.
• Diana, L. O. (2001). Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass
• Horton, W. (2001). Designing web-based Training. John Wiley & Sons. New Jersey.
• Kumar, K., Kumar, S. (2004). ICT Skill Development.GBD Publications, Gurusar Sadhar.
• Mukhopadhyay, M (1990). Educational Technology Challenging Issues.SterlingsPublisher's Pvt. Ltd. New Delhi.
• Rosenberg, M.J. (2001). E-Learning. McGraw Hill, New York.
• Sallis, E., & Jones, G. (2002). Knowledge Management in Education London: Kogan Page Ltd.
• Santhosh, V. (2009). Information communications technology for teacher education.Kanishka Publisher, New Delhi.
• Schank, R.C. (2001). Virtual Learning.McGraw Hill. London.
• Shehzad, A. (2007). Teacher's Handbook of Educational Technology. Anmol, Pubishing Pvt. Ltd., New Delhi.
• Singh, T. (2009). ICT Skill Development.Tandon Brothers, Ludhiana.
• Venkataiah, N. (2002), Educational Technology. APH Publication Corporation, New Delhi

GUIDANCE AND COUNSELLING

Course Code: MSE-304 C **Credits: 04**
Time of Examination: 3 Hours **Marks: 100**
External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Course Outcomes

After completing the course student teachers will be able to

- *State the basic concepts in Guidance & Counseling.*
- *Explain the types of Guidance counseling.*
- *Know about the tools and techniques of Guidance & Counseling.*
- *Discuss Educational, Vocational and Personal Guidance.*
- *Application of theories and assessment in vocational guidance.*
- *Describe testing devices and non-testing techniques of guidance.*
- *Process of counseling for disabled.*
- *Analyze the problems faced by students in the contemporary world.*
- *Know the different approaches of Educational, Vocational and Guidance*
- *Discuss the problems faced by children with disabilities.*

Unit 1: Education and Career Guidance

1.1 Concept, principles, Objectives and need for guidance at various educational levels
1.2 Types of Guidance: Individual and group, Personal, Educational and Vocational
1.3 Career Development needs of students. Changing scenarios in a global world
1.4 Tests and Techniques for Guidance: Testing techniques (Aptitude, Interest, Achievement & Personality) Non-testing techniques (Interview, Case study, observation, Diary, anecdotal and commutative record)
1.5 Essential services in a school guidance program

Unit 2: Vocational Guidance

2.1 Factors influencing choice of career
2.2 Theories: Vocational Choice, Vocational development and Career development theories
2.3 Assessment of Vocational maturity
2.4 Occupational information in Guidance
2.5 Guidance for students with disabilities.

Unit 3: Fundamentals of Counselling

3.1 Concept and nature of counselling
3.2 Scope and objectives of counselling
3.3 Stages of the counselling process
3.4 Counselling techniques
3.5 Ethical principles and issues

Unit 4: Group approaches in Vocational Counselling and Guidance

4.1 Types, areas and approaches of Counselling
4.2 Steps and skills in the counselling process
4.3 Advantages and Disadvantages of Group Guidance techniques
4.4 Essential services in school and community based guidance programs
4.5 Placement, research, evaluation services and Job study- i) Job description, ii) Job specification, iii) Job analysis, iv) Job satisfaction

Unit 5: Assessment in Educational and Vocational Guidance and Counselling

5.1 Assessment of underachievement and challenges
5.2 Assessment of giftedness and special strengths

5.3 Career test construction, administration, scoring and interpretation
5.4 Crisis Intervention; Grief, relationships, depression, Academic, stress, violence, abuse
5.5 Role of counsellor in the contemporary context

Course Work/ Practical/ Field Engagement

• Visit different Guidance Centre and write a report
• Review a film for counselling
• List the resources required and their optimum use in managing a school guidance programme
• Develop a career choice assessment tool in view of personal characteristics of any
• Child with disabilities and available opportunities
• Prepare a brochure on career opportunities for children with different disabilities

Essential Readings

• Naik, P.S. (2013). Counselling Skills for Educationists.Soujanya Books, New Delhi.
• Nayak, A.K. (1997). Guidance and Counselling. APH Publishing, Delhi.
• Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel andActivities. Soujanya Books, New Delhi.
• Shah, A. (2008). Basics in Guidance and Counselling.Global Vision PublishingHouse.
• Sharma, V.K. (2005). Education and Training of Educational and VocationalGuidance.Soujanya Books, New Delhi.

Suggested Readings

• Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex PrintingCompany, Phillipines.
• Pal, O.B. (2011). Educational and Vocational Guidance and Counselling.SoujanyaBooks, New Delhi.

DISSERTATION

COURSE: MSE-305 **Total Credits: 2**
Marks: 50(Internal)

Synopsis will be compulsory for all regular students. The students will work under the guidance of a supervisor to be allotted by the HOD of the Department of Education.

Synopsis Submission

The students have to develop the Research proposal (Synopsis) and present the same in the Faculty Seminar at the end of the semester.

Course Outcomes

After completing the course teacher educators will be able to

- *Develop the research proposal (Synopsis) on a research problem,*
- *Give a presentation of their research proposal.*

NOTE: Synopsis and Presentation will be evaluated by Departmental Research committee (DRC)

FIELD ENGAGEMENT / INTERNSHIP
AS A TEACHER EDUCATOR

Course: MSE-306 **Credits: 04**
Marks: 100
Internal: 20; External: 80

Course Outcomes

After completing the course student teachers will be able to

- *Get acquainting with the real classroom experiences of teaching,*
- *Prepare and deliver lesson plans of pedagogy, core and specialized papers,*
- *Apply principles of cooperative teaching strategy in teaching inclusive classrooms.*
- *Analyze critically report each & every aspect of teaching and learning process during their internship.*

One Month Internship

• Internship 15 days in B.ED special education (VI). During this period the students will teach two lectures on core papers, 4 lectures in specialization papers and 2 lectures each in 2 pedagogy papers. (50 Marks)

• Plan and demonstrate co-operative teaching strategy 7 lessons in inclusive School. -- (50 Marks)

• Submit a comprehensive report on challenges faced during internship and strategies followed to address them.

ADVANCED PERSPECTIVES IN INCLUSIVE EDUCATION

Course Code: MSE-OE-2 **Credits: 02**
Time of Examination: 2 Hours **Marks: 50**
External-40; Internal-10

Note:- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt total four questions i.e. one question from each unit. All questions will carry equal marks.

Course Outcomes

After undergoing the course the student teachers will be able to:-

- Explain the basic concept of Special Education and differentiate it from Integrated Education & Inclusive Education.
- Analyze National and International initiatives for Inclusive Education.
- Debate the laws and regulations about Special Education.
- Understand each other and moving beyond simple tolerance to embracing and celebrating the rich dimension of diversity.
- Encounter difficult teaching learning environment in inclusive schools.
- Describe the role and responsibilities of special educational personnel.

Unit I

1. Difference between special education, integrated education and inclusive education.
2. Advantages of inclusive education for the individual and society.
3. National and International initiatives for inclusive education.

Unit II

1. Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations.
2. Current Laws and Policy Perspectives supporting IE for children with diverse needs .

Unit III

1. Concept and meaning of diverse needs.
2. Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education.
3. Brief account of existing special, integrated and inclusive education services in India.

Unit IV

1. Building inclusive learning friendly classrooms, overcoming barriers for inclusion.
2. Creating and sustaining inclusive practices.

3. Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.

SUGGESTED READINGS

Ainscow, M.., & Booth. T. (2003). *The Index for Inclusion: Developing Learning and Participation in Schools.* Bristol: Center for Studies in Inclusive Education.

Ahuja. A., & Jangira, N. K. (2002). *Effective Teacher Training; Cooperative Learning Based Approach: National* Publishing house 23 Daryaganj, New Delhi 110002.

Jangira, N. K., & Mani, M.N.G. (1990). *Integrated Education for Visually Handicapped,* Gurgaon, Old Subjimandi, Academic Press.

Jha. M.(2002). *Inclusive Education for All: Schools Without Walls,* Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.

Sharma, P. L. (1990). *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.

Sharma, P. L. (2003). *Planning Inclusive Education in Small Schools*, R .I E. Mysore.

SEMESTER IV

DISSERTATION

COURSE: MSE-401 **Total Credits: 14**

Marks: 350

Internal:150 **External:200(Dissertation:150+viva-voce:50)**

Dissertation will be compulsory for all regular students. The students will work under the guidance of a supervisor to be allotted by the HOD of the Department.

Course Outcomes

After completing the course student teachers will be able to

- *Write review of literature as part of their dissertation,*
- *Acquaint with steps to be followed in construction of tool,*
- *Familiar with different data collection tools,*
- *Use data analysis techniques in their research study,*
- *Write to research report or dissertation.*

- **Review of Literature and Development of Tools:** The student have to conduct review of literature and develop relevant tools for their research projects. Students have to present a seminar on collected review of literature and tools developed in the faculty seminar and seek feedback and incorporate suggestions given by the faculty.
- **Data collection: S**tudents must complete data collection and data analysis.
- **Data analysis, Results Discussion and Thesis Submission: S**tudents must complete Data analysis, Results and Discussion and report writing and submit the final report at the end of the semester. The students have to submit three typed copies of Dissertation to the Department by the end of IV Semester. The viva-voce will be held on a date to be fixed by the University. Dissertation will be evaluated &viva-voce conducted by an External examiner.

NOTE: Synopsis is completed in semester III.

Field Engagement/ Internship as a Teacher Trainer

Course: MSE-402 **Credits: 04**
Marks: 100
External: 80; Internal: 20

Course Outcomes
After completing the course student teachers will be able to

- *Organize a community participatory programme*
- *Prepare & present a seminar on ICT,*
- *Critically observe B.Ed. fairness during their practice session.*

Field engagement
• Prepare community participatory programme (workshops for awareness programmes for public using multimedia/charts/street plays etc.) -- (50 Marks)
• conduct seminar on ICT -- (25 Marks)
• Guide and observe B.Ed. trainees in their practice lessons (at least 5 lessons) – (25 Marks @5)

OR

Work out a critical study of the teachers' training institute on quality management, resources, time table, etc. – (25 Marks)

• Prepare a Report

SCHEME OF EXAMINATION AND OUTLINES OF COURSE
B.A. (HONOURS) In Applied PSYCHOLOGY (Semester System, W.e.f 2019-20)

No. of Papers

	Main	Qualifying	Subsidiary	Total
Semester-I:	2+1	1	1	5
Semester-II:	2+1	1	1	5
Semester-III:	3+1	-	1	5
Semester-IV:	3+1	-	1	5
Semester-V:	3+1	-	1	5
Semester-VI:	3+1	-	1	5
Total	22	2	6	30

Outlines of B.A. (Honours) In Applied Psychology Courses

Course Code	Paper No.	Nomenclature	Marks	Internal Assessment	Total
	Semester-I				
BA-AP(01)	Paper –I	Introduction to Psychology	60	15	75
BA-AP(02)	Paper- II	Social Psychology	60	15	75
BA-AP(03)	Paper- III	Practical	50	-	50
	Semester-II				
BA-AP(04)	Paper-IV	Elementary Statistics	60	15	75
BA-AP(05)	Paper-V	Experimental Psychology	60	15	75
BA-AP(06)	Paper-VI	Practical	50	-	50
	Semester-III				
BA-AP(07)	Paper-VII	Development Psychology	60	15	75
BA-AP(08)	Paper-VIII	Psychological Testing	60	15	75
BA-AP(09)	Paper-IX	Research Methodology	60	15	75
BA-AP(10)	Paper-X	Practical	75	-	75
	Semester-IV				
BA-AP(11)	Paper-XI	Cognitive Psychology	60	15	75
BA-AP(12)	Paper- XII	Physiological Psychology	60	15	75
BA-AP(13)	Paper- XIII	Psychology of Individual differences	60	15	75
BA-AP(14)	Paper- XIV	Practical	75	-	75
	Semester-V				
BA-AP(15)	Paper-XV	Psychopathology	60	15	75
BA-AP(16)	Paper-XVI	Guidance	60	15	75
BA-AP(17)	Paper-XVII	Industrial/Orgnizational Psychology	60	15	75
BA-AP(18)	Paper-XVIII	Practical	75	-	75
	Semester-VI				
BA-AP(19)	Paper-XIX	Clinical Psychology	60	15	75
BA-AP(20)	Paper-XX	Counselling	60	15	75
BA-AP(21)	Paper-XXI	Health Psychology	60	15	75
BA-AP(22)	Paper-XXII	Practical	75	-	75

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B.A. (Hons.) in Applied Psychology Semester –II

Paper-IV : Elementary Statistics
Course Code: BA-AP(04)

Max. Marks : 60+15(Internal)
Time : 3 hrs.

Note: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. Each question will carry 12 marks. The first question will be compulsory and will have 6 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. The candidate would be required to attempt ONE questions from each unit.

Objective : To acquaint students with nature and data handling techniques, measures of central tendency and normal distribution.

UNIT – 1

Introduction: Meaning, Characteristics, types, Need and emergence of statistics. Relevance and Application of Statistics in Psychology. Limitations of Statistics

UNIT – II

Organization of data: Introduction, Primary data, Secondary data, Classification and Tabulation of data.
Frequency Distribution and Graphical Representation: Frequency Polygon, Histogram, Pie and Bar Diagram.

UNIT – III

Measure of Central Tendency: Mean, Median and Mode. Variability: Range, Quartile Deviation, Average Deviation and Standard Deviation.

UNIT – IV

Normal Distribution : Meaning and Characteristics. Measuring Divergence from Normality: Skewness and Kurtosis. Correlation: Meaning and Types: Rank Difference Method and Product-Moment Method.

References:

Garett, H. E. (2004). Statistics in Psychology and Education. 6thed. New Delhi: Paragon International Publisher.
Mangal, S. K. (2004). Statistics in Psychology and Education. 2nded. New Delhi: Prentice Hall.
Veeraraghavan, V. & Shetgovekar, S. (2015). Text book of Parametric and Nonparametric Statistics. New Delhi: Sage Publication India.
Kapil, H. K. (2012). Elements of Statistics (In Social Sciences). Agra: Shri Vinod Pustak Mandir.

KURUKSHETRA UNIVERSITY
B.A. (Hons.) in Applied Psychology Semester -II

Paper-V :Experimental Psychology
Course Code: BA-AP(05)

Max. Marks : 60+15(Internal)
Time : 3 hrs.

Note: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. Each question will carry 12 marks. The first question will be compulsory and will have 6 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. The candidate would be required to attempt ONE questions from each unit.

Objectives: To understand experimental methodology which is used in Psychology. To equip the student how mental processes work. To make them understand how individual sense, perceive learn and memorize.

Learning Outcome: After going through the content of this paper, the student will have an understanding regarding experimental method alongwith its applications in studying different psychological processes.

Unit-I

Experimental Psychology: Nature, History, Experimental Method.
Sensation: Nature, Visual and Auditory – Structure and Functions of Eye and Ear.
Perception: Natureand Characteristics; Perception of Form, Space and movement.

Unit-II

Perceptual Illusions: Types and Theories, Psychophysics: Nature, Concept of Continua, Problems and Methods of classical Psychophysics.

Unit-III

Learning: Nature, Trial and Error Learning, Insight learning, Classical conditioning, Instrumental Conditioning: Appetitive and Aversive, Operant Conditioning**.**

Unit-IV

Memory: Nature, Process: Encoding, Storage and Retrieval. Concept of STM and LTM, Methods to study. Transfer from STM to LTM. Forgetting: Nature and Theories.

References:

Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J., and Hilgard, E. R. (1990). Introduction to Psychology (10th ed.). New York: Harcourt Brace Jovanovich.
D'Amato, M. R. (1970). Experimental Psychology. New Delhi: Tata McGraw Hill.
Flaherty, C. F. et al. (1977). Learning and Memory. NY : Ran McNally.
Guilford, J. P. (1954). Psychometric methods. New Delhi: Tata McGraw Hill.
Kling, J. W. & Riggs, L. A. (1984). Woodworth and Schlosberg's Experimental Psychology. New Delhi: Khosla Publication.
Singh, A. (1985). Hundal Experimental Psychology. Bhiwani: Vedic Prakashan.
Snodgrass, J. G., Berger, G. L. and Haydon, M. (1985). Human Experimental Psychology. New York: Oxford University Press.
Woodworth, R. S. & Schlosberg, H. (1971) Experimental Psychology. New Delhi:IBH.

Paper-VI: Practical

Max. Marks: 50
Time: 3 Hours

Note: The students would be required to conduct at least 6 practicals during the session. Each examinee will have to conduct one practical during the examination as allotted by the examiner. The distribution of marks will be as under:

a. Conduction and reporting: 25 Marks
b. Viva-voce: 15 Marks
c. Record book: 10 Marks

Conduct any six practicals:

1. Observation
2. Simple R.T
3. Social Facilitation
4. Social Conformity
5. Attitudes
6. Stereotypes
7. Study of Altruism
8. Span of Attention
9. Computer Application: Computation of Mean in MS Excel

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B.A. (Hons.) in Applied Psychology Semester -III

Paper- VII: Developmental Psychology Max. Marks : 60+15(Internal)
Course Code: BA-AP(07) Time : 3 hrs.

Course Learning outcomes :

- Assess critically theories of life span development.
- Assess the different factors that influence development and approaches to study development.
- Examine developmental issues of adolescents and adults including issues of disability and aging.

Note: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. Each question will carry 12 marks. The first question will be compulsory and will have 6 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. The candidate would be required to attempt ONE questions from each unit.

UNIT – 1

Introduction: Nature and perspectives of life span development, Methods: Longitudinal, Cross-sectional and Cross-sequential .
Physical development: Patterns of growth from prenatal development to adulthood.

UNIT – II

Cognitive development: Nature and Theories of Cognitive development :- Piagetian, Vygotskian and Information Processing.
Language development: Behaviorist and Nativist Perspective.

UNIT – III

Emotional development: Functions of emotions. Development of emotional expression, understanding and responding to other's emotions.
Moral Development:Nature, Social Learning Theory. Kohlberg's Theory.
Effect of family,peers and School on Moral development.

UNIT – IV

Gender Stereotypes and Gender Roles from Early Childhood to Adolescence, Factors influencing gender identity.
Developmental issues of Adolescents and Aged: Changes and Challenges from adolescence to late adulthood.

References:

Feldman, R.S &Babu, N. (2011). Discovering the life-Span. New-Delhi: Pearson. Kakar, S. (2012) The inner world: A psychoanalytic study of childhood and society in India(4th Ed.). New Delhi. Oxford University Press
Santrock, J.W.(2012). A topical approach to life-span development. New Delhi:Tata McGraw-Hill.
Shaffer, D.R. &Kipp, K.(2007). Developmental psychology: Childhood and Adolescence Indiaan reprint: Thomson Wadsworth
Sharma, N. & Chaudhary, N. (2009). Human development: Contexts and processes in G.Misra (ed) Psychology in India, Vol 1: Basic psychological processes and human development. India: Pearson.

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B.A. (Hons.) in Applied Psychology Semester -III

Paper- VIII: Psychological Testing
Course Code : BA-AP(08)

Max. Marks : 60+15(Internal)
Time : 3 hrs.

Note: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. Each question will carry 12 marks. The first question will be compulsory and will have 6 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. The candidate would be required to attempt ONE questions from each unit.

Objective : To educate the students to be able to critically evaluate assessment instrument and have a working understanding of reliability and validity.

UNIT – 1

Psychological Tests: Nature, History, Characteristics, Types and Uses; Sources of Biases in Psychological Testing; Ethical Issues in Psychological testing.

UNIT – II

Test Construction: Construction of items, item analysis, reliability and validity of final test.
Norms: Meaning and types.

UNIT – III

Reliability: Meaning, Types and factors affecting reliability.
Validity: Meaning, types and factors affecting validity.

UNIT – IV

Intelligence Tests: Nature and types: Verbal and Non-Verbal.
Personality Tests: Personality inventories: 16PF, EPQ, NEO-PI and Projective Techniques: TAT, Rorschach and WAT.

References:

Anastasi. A. (1996). Psychological Testing (7th ed.). New York: McMillan.

Cronbach, L. J. (1990). Essentials of Psychological Testing (5th ed.). New York: Harper and Row

Guilford, J. P. (1954) Psychometric Methods (2nd ed.). New York: McGraw Hill.

Singh, A. K. (1992). Tests, Measurements, and Research Methods in Behavioural Sciences. Patna: New Bharti Bhawan.

Anastasi, A. & Urbina, S. (1997). Psychological testing (7th ed.). New Delhi: PHI Learning Pvt. Ltd.

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B.A. (Hons.) in Applied Psychology Semester -III

Paper-IX : Research Methodology
Course Code: BA-AP(09)

Max. Marks : 60+15(Internal)
Time : 3 hrs.

Note: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. Each question will carry 12 marks. The first question will be compulsory and will have 6 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. The candidate would be required to attempt ONE questions from each unit.

Objectives: To educate students with the process of psychological research. To develop an understanding regarding various types of research and methods.

Learning Outcome: After studying this paper the student will have knowledge regarding how psychological research is actually planned and conducted. Along with types and method of psychological research.

Unit-I

Psychological Research: Nature, Process and Criteria. Problem: Characteristics and Formulation.
Hypothesis: Meaning, Types and Formulation. Variables: Classification and Techniques of Control.

Unit-II

Types of Research: Experimental, Quasi Experimental, Ex- Post facto, Field studies, and Single subject Research..

Unit-III

Methods of Data Collection: Observation, Interview, Case Study, questionnaire and Survey.

Unit-IV

Research Design: Meaning, Objectives. Types: Between Subjects(one and two factor), within Subjects(one and two factor) and factorial; Sampling: Probability and Non-Probability.

References:

Singh, A.K(1986). Tests, measurements and research methods in behavioral
Sciences. New Delhi: Tata McGraw Hill.
Kerlinger,F. N. (1973). Foundation of Behavioral Research. New York: Holt Rinehart and Winston.
Shaughnessy, J. J. and Zechmeister, E. B. (1997). Research Methods in Psychology. New York: McGraw Hill.

B. A. (Hons.) in Applied Psychology: Semester-III

Paper-X: Practical

Max. Marks: 50
Time: 3 Hours

Note: The students would be required to conduct at least 6 practicals during the session. Each examinee will have to conduct one practical during the examination as allotted by the examiner. The distribution of marks will be as under:

a. Conduction and reporting: 25 Marks
b. Viva-voce: 15 Marks
c. Record book: 10 Marks

Conduct any six practicals:

1. Multiple Aptitude Test
2. Cognitive development test
3. Neo five factor Inventory
4. W A I S
5. Moral Judgment test
6. Retinal Colour Zone
7. Muller Iyer Illusion
8. T A T
9. Computer Application: Computation of Median in MS Excel

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B.A. (Hons.) in Applied Psychology Semester -IV

Paper-XI : Cognitive Psychology
Course Code: BA-AP(11)

Max. Marks : 60+15(Internal)
Time : 3 hrs.

Note: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. Each question will carry 12 marks. The first question will be compulsory and will have 6 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. The candidate would be required to attempt ONE questions from each unit.

Objectives: To equip the learner with an understanding of various cognitive process. To impart an understanding of various methods and perspectives to study these processes.

Learning Outcome: After the semester, the student will have understanding how different mental processes work and their impact on our behaviour. They will know how to study these processes by applying behavioural and physiological methods.

Unit-I

Cognitive Psychology: Nature, Historical Development, Scope and Current status . Approaches of Cognitive Psychology: Bottom-up, Top-Down and Information Processing.

Unit-II

Methods to study Cognition: Behavioural and Physiological.
Attention: Nature, Types: Divided and Selective Attention; Models of Selective Attention: Broadbent and Treisman.

Unit-III

Thinking and Problem Solving: Nature, Problem Solving cycle, Classification of Problems, Approaches to problem solving, Barriers and Aids in problem solving.

Unit-IV

Language : General Characteristics, Structure and Process of Language Acquisition,
Reasoning: Nature, Inductive and Deductive Reasoning.

References:

Solso, R. L. (2001). Cognitive Psychology. Delhi: Pearson Education.
Sternberg, R. J. (2007). Cognitive Psychology. Delhi: Thomson

KURUKSHETRA UNIVERSITY
B.A. (Hons.) in Applied Psychology Semester -IV

Paper- XII: Physiological Psychology — Max. Marks : 60+15(Internal)
Course Code: BA-AP(12) — Time : 3 hrs.

Course Learning outcomes :

- To understand the nature and scope of Physiological psychology.
- Structure and functions of central and peripheral nervous system.
- To understand physiological involved in motivations, learning and memory.
- To understand neural mechanisms of emotion and stress.

Note: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. Each question will carry 12 marks. The first question will be compulsory and will have 6 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. The candidate would be required to attempt ONE questions from each unit.

UNIT – 1

Physiological Psychology: Nature and Scope. Methods of Study: Imaging techniques, recording physiological activity, brain lesion.Biological Basis of Behaviour : Neurons, Nerve Conductin & Synapse.

UNIT – II

Central Nervous System and Peripheral Nervous System – Structure & Functions.
Neuropsychological testing: AIIMS Battery, Luria Nebraska Battery.

UNIT – III

Hormones &Behaviour : Pituitary, Adrenal, Pancreas, Gonads.
Motivation : Physiological Mechanisms of Hunger, Thirst & Sex
Emotion : Neural mechanisms of Emotions & Stress.

UNIT – IV

Physiological Mechanism of Learning & Memory
Psychophysiology of Sleep: Stages of Sleep, Dreaming, Sleep disorders.

References:

Leukel.F. (1985). Introduction to Physiological Psychology (3rd Ed.). New Delhi: CBS Publishers.

Levinthal, C.F.(1990). Introduction to Physiological Psychology (3rd Ed.). New Delhi: PHI.

Morgan, T.H. and Stellar,A. (1965). Physiological Psychology. New York: McGraw Hill.

Pinel, J.P.J. (2007). Biopsychology. New Delhi: Pearson.

Carlson, N. (1991). Biology of Behaviour, Boston: Allyn & Bacon.

KURUKSHETRA UNIVERSITY
B.A. (Hons.) in Applied Psychology Semester -IV

Paper-XIII : Psychology of Individual Differences
Course Code: BA-AP(13)

Max. Marks : 60+15(Internal)
Time : 3 hrs.

Note: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. Each question will carry 12 marks. The first question will be compulsory and will have 6 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. The candidate would be required to attempt ONE questions from each unit.

Objective: To develop an understanding of the concept of individual differences with the goal to promote self-reflection and understanding of self and others.

Unit-I

Personality: Nature; Biological foundations of personality; Culture and personality and Perspectives: Psychodynamic, Phenomenological- humanistic, and Social- cognitive.

Unit-II

Intelligence: Concept of Intelligence: Psychometric and Cognitive Approaches to Intelligence; Gardner's Multiple Intelligences; Emotional Intelligence, Heredity, Environment and Intelligence; Group differences in Intelligence; Extremes of Intelligence.

Unit-III

Creativity, Nature, Process, Historical Views, Factors Affecting Creativity, Enhancing Creativity: Programs and Strategies.

Unit-IV

Enhancing Individual's Potential: Self-determination Theory; Enhancing Cognitive Potential, Self -regulation and Self Enhancement.

References:

Carr, A. (2011): Positive psychology. Routledge.
Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
Matthijs Cornelissen, Girishwar Misra and Suneet Varma (eds.) (2011), Foundations of Indian Psychology (Vol. 1), Theories and concepts .Pearson.
Mentis, M., Dunn-Bernstein, M., Mentis, M., &Skuy, M. (2009). Bridging learning: Unlocking cognitive potential in and out of the classroom. Corwin.
Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.
Singh, A. K. (2014). Advanced General Psychology. Delhi: Moti Lal Banarsi Dass

Paper-XIV: Practical

Max. Marks: 50
Time: 3 Hour

Note: The students would be required to conduct at least 6 practicals during the session. Each examinee will have to conduct one practical during the examination as allotted by the examiner. The distribution of marks will be as under:

a. Conduction and reporting:	25 Marks
b. Viva-voce:	15 Marks
c. Record book:	10 Marks

Conduct any six practicals:

1. Adjustment Inventory
2. Home/Family Environment Inventory
3. Orgnisational/Job Stress Inventory
4. Self-Esteem Inventory
5. Parent-Child Relationship Scale
6. Seguin Form Board Test
7. Youth Problem Checklist
8. Emotional Maturity Scale
9. Computer Application: Computation of SD in MS Excel.

KURUKSHETRA UNIVERSITY
B.A. (Hons.) in Applied Psychology Semester - V

Paper-XV: Psychopathology
Course Code :BA-AP(15)

Max. Marks : 60+15(Internal)
Time : 3 hrs.

Note: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. Each question will carry 12 marks. The first question will be compulsory and will have 6 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. The candidate would be required to attempt ONE questions from each unit.

Objectives: To develop an understanding of the various psychological disorders. To understanding these disorders from various perspectives. To introduce them to current classification system of psychological disorder.

Learning Outcome: The student after studying this paper will develop an indepth understanding psychological disorders. The student will have knowledge regarding clinical picture, Etiology and treatment of man psychological disorders along with current classification of mental disorders.

Unit-I

Abnormal Psychology: Meaning, historical Background, and Criteria for Abnormality. Viewpoints regarding abnormality: Psychodynamic, Behavioural. Cognitive and Humaniatic-Existential.

Unit-II

Classification of Mental disorders: Need for Classification. DSM system.
Etiology of Abnormal Behaviour: Biological, Psychological and Socio-cultural.

Unit-III

Childhood Disorder: Attention Deficit Hyperactive Disorder, and Mental-Retardation: Nature, Causes and Management. Anxiety disorders: Clinical picture and Etiology of Phobia, Generalized anxiety disorder, and Obsessive-Compulsive disorder.

Unit-IV

Schizopherenia: Nature, Types, Clinical Picture and Etiology.
Mood disorders: Nature, Types, Clinical Picture and Etiology.
Substance-related disorder: Criteria, Alcoholism, Amphetamine and Cocaine, Marijuana and LSD.

References:

American Psychiatric Association (2013). Diagnostic and satistical manual of mental Disorders (5thed.) American psychiatric publishing, Arlingta, V. A

Carson, R. C., Butcher, T. N. & Susan, M. (2001). Abnormal Psychology and Modern Life (11th Ed.). New York: Harper Collins.

KURUKSHETRA UNIVERSITY
B.A. (Hons.) in Applied Psychology Semester -V

Paper- XVI: Guidance
Course Code: BA-AP(16)

Max. Marks : 60+15(Internal)
Time : 3 hrs.

Course Learning outcomes :

- To understand the nature, history and process of guidance.
- Understanding different types and approaches to guidance.
- To understand different functions and training of guidance personnel.
- Understanding the different services of guidance.

Note: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. Each question will carry 12 marks. The first question will be compulsory and will have 6 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. The candidate would be required to attempt ONE questions from each unit.

UNIT – 1

Introduction: Nature, History, Need, Objectives, Principles, and Process of Guidance,

UNIT – II

Types of Guidance :- Educational Guidance, Vocational Guidance, Personal Guidance, Health Guidance and Civic-Socio-Moral Guidance

UNIT – III

Group Guidance :- Need, Objectives, Principles and Scope.
Techniques of Group Guidance, Relationship and Ropport techniques, Reflection of Feelings.

UNIT – IV

Functions and Training of Guidance Personnel, Guidence Services in Schools.
Guidance for Gifted, Backward, slow learners and Special Learners, Guidance for Problem children.

References:

Crow, L.D & Crow, A.V.B (1961). Introduction to Guidance: Basic Principles and Practices. New Delhi: Eurasia.

Gupta, S.K. (1985). Guidance and Counselling. Delhi : Mittal.

Gelso, C.J.&Fretz, (1995). Counselling Psychology, Banglore :Prism.

KURUKSHETRA UNIVERSITY
B.A. (Hons.) in Applied Psychology Semester -V

Paper-XVII :Industrial/ Organizational Psychology
Course Code: BA-AP(17)

Max. Marks : 60+15(Internal)
Time : 3 hrs.

Note: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. Each question will carry 12 marks. The first question will be compulsory and will have 6 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. The candidate would be required to attempt ONE questions from each unit.

Objective: To develop an understanding of the concept of industrial and organizational psychology with the goals to promote decision making, motivation, leadership and communication skills.

Unit-I

Introduction: Nature, Scope and Historical Perspective of Industrial – Organizational Psychology. Theoretical Approaches to Organizational Behaviour: Cognitive, Behavioural, and Social Learning.

Unit-II

Decision Making: Nature, Techniques and Models; Decision Making in Groups. Motivation: Basic Principles and Characteristics; Theories: Maslow, Herzberg and Vroom.

Unit-III

Behaviour in Organization: Group Dynamics, Cohesiveness, Factors affecting Group performance. Leadership: Ingredients of leadership, Theories: Trait, Behavioural and Situational.

Unit-IV

Organizational Structure: Concept and Types; Process of Organizational Development. Conflicts and their managements; Definition, Types and Process; Causes of Conflicts and their resolution.

References :

Aamodt, M.G. (2013). Industrial Psychology(7th Ed). Cengage learning India Pvt. Ltd.
Blum, M.L. & Naylor, J. C. (1984). Industrial Psychology: Its Theoretical and Social Foundations. GBS Publishers & Distributors, Delhi.
Gosh, P. K. and Gorpande, M. B. (1980). Industrial Psychology. Bombay: Himalaya Publication.
Kondalkar, V.G.(2007). Organizational Behaviour. New Delhi: New Age International(P) Ltd., Publishers.
McMormik, E. J. and Illgen (1980). Industrial Psychology, New Delhi: Prentice Hall.

B. A. (Hons.) in Applied Psychology: Semester-V

Paper-XVIII: Practical

Max. Marks: 50
Time: 3 Hours

Note: The students would be required to conduct at least 6 practicals during the session. Each examinee will have to conduct one practical during the examination as allotted by the examiner. The distribution of marks will be as under:

a. Conduction and reporting:	25 Marks
b. Viva-voce:	15 Marks
c. Record book:	10 Marks

Conduct any six practicals:

1. Clinical Analysis Questionnaire
2. Job Involvement Scale
3. Guidance Need Inventory
4. Depression Scale
5. Anxiety Scale
6. Mental Health Questionnaire
7. Job Satisfaction Scale
8. Organizational Commitment Questionnaire
9. Computer Application: Computation of Pearson Correlation in MS Excel

KURUKSHETRA UNIVERSITY
B.A. (Hons.) in Applied Psychology Semester -VI

Paper-XIX: Clinical Psychology
Course Code : BA-AP(19)

Max. Marks : 60+15(Internal)
Time : 3 hrs.

Note: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. Each question will carry 12 marks. The first question will be compulsory and will have 6 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. The candidate would be required to attempt ONE questions from each unit.

Objectives : To introduce Clinical assessment for psychological disorders. To develop an understanding in the therapeutic interventions for the various psychological disorders.

Learning Outcomes: The student will have an in depth understanding how clinical psychology as field of psychology emerge. How to assess any individual who have psychological problems and have an understanding how to treat them through psychotherapies.

Unit-I

Nature Historical development and Scope of Clinical Psychology, Roles and Training of Clinical Psychologist. Ethical issues in Clinical Psychology.

Unit-II

Clinical Assessment: Nature and Purpose. Techniques: Case History, Clinical Interview, Psychological tests: WAIS, MMPI, TAT, Rorschach and Bender Gestalt Test.

. **Unit-III**

Therapeutic Intervention: Goals and Principles of Psychotherapy; Types of Psychotherapy: Psychoanalytic, Behavioral, Cognitive Behaviour Therapy and Rational Emotive Behaviour Therapy.

Unit-IV

Psychotherapy: Family therapy, Group therapy, Biofeedback, ECT and Chemotherapy. .

References:

Kendall. (1980). Modern Clinical Psychology. NY: Willey.
Kolb. L.C. & Brodie, H.K.H. (1982). Modern Clinical Psychiatry. (10th Ed.). London: Saunders.
Korchin, S.J. (1975). Modern Clinical Psychology. NY: Basic Books.

Pomerantz, A.M. (2008). Clinical Psychology: Science, Practice, and Culture. Los Angles: Sage

KURUKSHETRA UNIVERSITY
B.A. (Hons.) in Applied Psychology Semester –VI

Paper-XX :Counselling
Course Code: BA-AP(20)

Max. Marks : 60+15(Internal)
Time : 3 hrs.

Course Learning outcomes :

- To understand the meaning, process and evolution of counseling.
- Understanding conventional and contemporary approaches to counseling.
- Skill development and training with the help of audio visual aids, participative play, role play and group discussions.

Note: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. Each question will carry 12 marks. The first question will be compulsory and will have 6 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. The candidate would be required to attempt ONE questions from each unit.

UNIT – 1

Introduction : Nature, History, Objectives and Principles of Counselling.
Counselling Process: Individual/Group Counselling; Ethical Issues in Counselling.

UNIT – II

Conventional Approaches to Counselling :, Psychoanalytic, Behaviouristic, Cognitive Behavioural Therapy, Person centered approach, Gestalt Therapy.

UNIT – III

Techniques of Counselling : Directive, Non-Directive and Eclectic Approach.
Psychodynamic Therapy, Narrative Therapy, Art Therapy, Solution focused Brief Therapy, Yoga and Meditation.

UNIT – IV

Applications of Counselling for Special Population :Substance Abusers, Abuse Victims, AIDS Patients, Trauma Counselling, Counselling of Special Children.

References:

Crow, L.D & Crow, A.V.B (1961). Introduction to Guidance: Basic Principles and Practices. New Delhi: Eurasia.
Gupta, S.K. (1985). Guidance and Counselling. Delhi : Mittal.
Gelso, C.J.&Fretz, (1995). Counselling Psychology, Banglore :Prism.

KURUKSHETRA UNIVERSITY
B.A. (Hons.) in Applied Psychology Semester -VI

Paper- XXI: Health Psychology — Max. Marks : 60+15(Internal)
Course Code : BA-AP(21) — Time : 3 hrs.

Course Learning outcomes :

- To understand nature and research methodology of health psychology.
- To understand Environmental and cultural influences on health.
- To understand bio-psychosocial issues related to Diabetes, Cardiovascular diseases and substance abuse.
- To know about physiology and management of pain and future challenges of health psychology.

Note: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. Each question will carry 12 marks. The first question will be compulsory and will have 6 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. The candidate would be required to attempt ONE questions from each unit.

UNIT – 1

Introduction: Nature, Emergence and Goals of Health Psychology. Mind-body relationship, Bio-Psycho-social model of health.
Culture and Health: Health belief systems, Western and non-Western.

UNIT – II

Behaviour and Health: Characteristics and Barriers to health behavior.
Models and Theories of health behaviour: Protective motivation , Reasoned Action and Trans-theoretical .

UNIT – III

Cardiovascular Systems & Diabetes: Coronary Artery Disease, Stroke and Hypertension.
Type-I and Type-II diabetes. Causes and management.
Smoking and Alcohol Addiction: Causes and Consequences of addiction.

UNIT – IV

Health enhancing behavour: Exercise, Yoga, Nutrition and Sleep.
Health and Wellbeing: Positive emotions, Subjective wellbeing
Future Challenges: Increasing life Span, Healthcare in India, Future of health Psychology.

References:

Brannon and Fiest, (2007) Introduction to health Psychology. New Delhi, Akash Press.
Gurung, (2010) Helath Psychology. A Cultural Approach (2nd Ed.). USA, Wadsworth.
Marks, et al. (2011). Health Psychology Theory, Research and Practice (3rd Ed.). India, Sage Publication
Straub, R. O. (2014). Health Psychology: A Bio-psychosocial Approach. N.Y: Worth Publisher.
Allen,F. (2011). Health Psychology and behaviour. Tata McGraw Hill Edition. Dimatteo, M. R., & Martin L. R. (2011), Health Psychology. India: Dorling Kindersley.
Snyder, C. R., Lopez S. J., &Pedrotti, J. T. (2011). Positive Psychology: The scientific and practical explorations of human strengths. New Delhi: Sage.
Taylor, S. E. (2006). Health Psychology, 6th Edition. New Delhi: Tata McGraw Hill.

B. A. (Hons.) in Applied Psychology: Semester-VI

Paper-XXII: Practical

Max. Marks: 50
Time: 3 Hours

Note: The students would be required to conduct at least 6 practicals during the session. Each examinee will have to conduct one practical during the examination as allotted by the examiner. The distribution of marks will be as under:

a. Conduction and reporting:	25 Marks
b. Viva-voce:	15 Marks
c. Record book:	10 Marks

Conduct any six practicals:

1. MMPI
2. Neuropsychological Battery
3. General Health Questionnaire
4. Employee Motivation Schedule
5. Emotional Maturity Scale
6. Rorschach Inkblot Test
7. M F I Q
8. EEG
9. Computer Application: prepare a polygon through MS Excel.

KURUKSHETRA UNIVERSITY
B.A (Hons). in APPLIED PSYCHOLOGY
SCHEME OF EXAMINATION

FIRST SEMESTER

Course Code	Type of Course	Nomenclature	Theory	Internal	Total	Credits
B.A.P-01	Core Course-1	Introduction to Psychology	80	20	100	4
B.A.P-02	Core Course-2	Social Psychology-1	80	20	100	4
B.A.P-03	Core Course-3	Physiological Psychology-1	80	20	100	4
B.A.P-04	Core Course-4	English	80	20	100	4
B.A.P-05	Core Course Practical-1	Psychology Practical-1	80	20	100	4

KURUKSHETRA UNIVERSITY
B.A. (Hons.) in Applied Psychology Semester -1

Introduction To Psychology

Time : 3 Hrs. External Marks: 80
Internal Marks: 20

UNIT-1

Nature, Subject matter and scope of psychology. Is Psychology a science?

Relationship of Psychology with Anthropology, Philosophy and Sociology.

UNIT-II

History of Psychology.

Methods of Psychology: Experimental, Observation, Survey.

UNIT-III

Schools of Psychology: Structuralism, Associationism, Functionalism and Behaviorism.

UNIT-IV

Schools of Psychology: Gestalt Psychology, Psychoanalysis, Cognitive Psychology.

References:

Chaplin T. and Kraweic T.S.(1979). Systems and Theories of Psychology. Holt Rinehart & Winston.

Singh, A.K. (2009) UchattarSamanyaManovigyan, Delhi; MotilalBanarsidas.

KURUKSHETRA UNIVERSITY

B.A. (Hons.)in Applied Psychology Semester -1

Social Psychology-1

Time : 3 Hrs. External Marks : 80
Internal Marks : 20

UNIT – 1

Nature and Scope of Social Psychology, Socialization, Development of self.

UNIT – II

Attitudes: Nature, Theories, Formation, and Attitude change.

UNIT – III

Leadership, Nature, Theories and Characteristics of a good leader.

Leader – Follower interaction.

UNIT – IV

Prejudice: Nature and Development, Motives for Prejudice, Reducing prejudice.

References:

Baron, R.A &Byrne,D. (1994). Social Psychology: Understanding Human Interaction. New Delhi: Prentice-Hall of India.

Myers, D.G. (1994). Exploring Social Psychology, New York: McGraw Hill.

Singh, A.K. (2009) SmajManovigyajnkiRuprekha, Delhi: MotiLalBanarsidas.

KURUKSHETRA UNIVERSITY

B.A. (Hons.)in Applied Psychology Semester -1

Physiological Psychology-1

Time : 3 Hrs. External Marks : 80
Internal Marks : 20

UNIT – 1

Biological basic of behavior: Evolutionary and Genetic foundations.

UNIT – II

Structure and Types of Neurons, Neural Impulse: Origin, Conduction and Measurement, Neurotransmitters.

UNIT – III

Nervous System: Central Nervous System and Peripheral Nervous System – Brain and human behavior.

UNIT – IV

Physiology of hormones, Development of the brain, Plasticity of the brain.

References:

Leukel, F. (2005). Introduction to Physiological Psychology. New Delhi: CBS Publications.

Carlson, N. (1991) Biology of behavior, Boston: Allyn and Bacon.

B.A(Hons)
Applied Psychology
English
Semester-I
Session 2019-20

SCHEME OF EXAMINATION

Max. Marks	100
End Semester Exam	80
Internal Assessment	20
Time:3 Hours	

Part-A:

The Following text is prescribed for intensive study: **(40 marks)**

1. Following poems from *The Chronicles of Time* edited by Asha Kadyan (Oxford University Press)

   a) William Shakespeare
   "Let Me Not to the Marriage of True Minds"

   b) John Donne
   "Death Be Not Proud"

   c) John Milton
   "On His Blindness"

   d) Henry Vaughan
   "The Retreat"

   e) John Dryden
   "Shadwell"

   f) Alexander Pope
   "Know Then Thyself"

   g) William Blake
   "The Little Black Boy"

   h) William Wordsworth
   "Three Years She Grew in Sun and Shower"

   i) Percy B. Shelley
   "England in1819"

   j) Alfred, Lord Tennyson
   "Crossing the Bar"

Part-B **General English** **40 marks**

1.Translation from Hindi to English (8marks)
(Comprehension based on unseen passage for foreign/non-Hindi speaking candidates)

2. Paragraph Writing (12 marks)

3. Common Phrasal Verbs, Prepositions & Common Errors in English (20 marks)

Scheme of Question Paper

Note: The question paper will carry a maximum of 80 marks.

The paper will have seven questions as per details given below

Q. 1. The candidates will be asked to answer comprehension questions based on an extract from the text book. There will be internal choice. (10marks)

The candidates will be asked to explain with reference to the context an extract

from the text book. There will be internal choice. (6 marks)

There will be *four* short answer type questions based on the text book. The candidates will be asked to give answers in about 30 words each. There will be internal choice. (12 marks)

There will be *one* essay type question based on the text book with internal choice.

(12 marks)

Translation of a passage of about 10 sentences from Hindi to English (Non-Hindi speaking/foreign candidates will attempt a question of comprehension (with internal choice) based on an unseen passage in lieu of this question). (8 marks)

Paragraph (Candidates will be required to write about 250 words on any *one* out of the *five* given topics). (12 marks)

There will be *one* question with parts on the following items: common phrasal verbs,

prepositions, common errors in English. (20 marks)

KURUKSHETRA UNIVERSITY

B.A. (Hons.)in Applied Psychology Semester -1

Psychology Practical-1

Time 3 Hrs. Maximum Marks: 100

Note: The candidate will conduct and report ten practical's decided by the teacher teaching the paper. One practical will be allotted to candidate during examination and evaluation will be based on practical notebook (25 marks), performance (25 marks) and viva-voice (50 marks).

KURUKSHETRA UNIVERSITY
B.A. (Hons.) in Applied Psychology Semester –I

Paper- I : Introduction to Psychology Max. Marks : 60+15(Internal)
Course Code: BA-AP(01) Time : 3 hrs.

Course Learning outcomes :

- Demonstrate an understanding of the foundational concepts of the human mind and behaviour.
- Demonstrate comprehension of the theoretical concepts of psychology and the related empirical findings.
- Ability to identify various approaches fields and sub-fields of psychology

Note: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. Each question will carry 12 marks. The first question will be compulsory and will have 6 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. The candidate would be required to attempt ONE questions from each unit.

UNIT – 1

Nature, Historical Development and Scope of Psychology: Psychology as a Science, Psychology in India.
Methods of Psychology : Experiment, Observation and Survey.

UNIT – II

.
Schools of Psychology :Associationism, Structuralism, Functionalism, Behaviourism, Gestalt Psychology, Psychoanalysis, Cognitive approach.

UNIT – III

Emotion : Nature, Theories: James-Lange, Cannon- Bard &Schachter-Singer
Motivation: Needs, Drives, Incentives, Biological &Social Motives.

UNIT – IV

Personality : Nature: nature-nurture debate.
Theories : Freud, Cattell, Eysenck Humanistic, Social, Cognitive Approach. Factors affecting personality Development
Intelligence: Nature and Factors affecting intelligence.
Theories: Spearman, Thurstone, Cattell.

References:

Baron, R.A &Misra, G.(2014). Psychology. New Delhi: Pearson Education.
Ciccarelli, S.K., Meyer, G.E. &Misra, G. (2013). Psychology: South Asian Edition. New Delhi: Pearson Education.
Passer, M.W & Smith, R.E. (2013). Psychology: The Science of Mind and Behaviour. New Delhi: Tata McGraw-Hill
Chaplin.T,.&Kraweic.T.S. (1979). Systems & Theories of Psychology (4th Ed.). New York: Holt Rinehart.
Singh.A. And Singh.U.(1984). Samanya Manovigyan. Bhiwani: Vaidic Prakashan.

KURUKSHETRA UNIVERSITY
B.A. (Hons.) in Applied Psychology Semester -I

Paper-II: Social Psychology — Max. Marks : 60+15(Internal)
Course Code: BA-AP(02) — Time : 3 hrs.

Note: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. Each question will carry 12 marks. The first question will be compulsory and will have 6 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. The candidate would be required to attempt ONE questions from each unit.

Objective : To develop an understanding of the individual in relation to the social world and to introduce students to the realm of social influence.

UNIT – 1

Introduction: Nature, Historical Background and Scope. Determinants of Individual Behaviour: Bio-Psychological and Socio-Cultural.
Methods of Study: Observation, Sociometry, Field Study.

UNIT – II

Socialization: Nature, Process and Agencies. Self: Development and Function.
Social Perception: Meaning and Determinants, Person Perception, Impression Formation.

UNIT – III

Attitude: Nature, Formation and Change. Prejudices: Nature, Determinants and Counteracting Prejudices. Social Influence: Conformity, Obedience and Compliance.

UNIT – IV

Aggression: Nature, Causes and Control. Pro-social Behaviour: Meaning and Determinants. Applications of Social Psychology: National Character, Health and Environment.

References:

Baron, R. A. & Byrne, D. (1993). Social Psychology: Understanding Human Interaction. New Delhi: Prentice Hail.
Kretch and Crutchfield (1948). Theory and Problems of Social Psychology. New York: McGraw Hill.
McDavid, J. W. &Harrari, H. (1968). Social Psychology. New York. Harper & Row.
Misra. G. (1990). Applied Social Psychology. New Delhi: Stage Publications.
Myers, D. G. (1998). Social Psychology. New York: McGraw Hill.
Rastogi, G. D. (1986). Adhunik Samaj Manovigyan, Agra: Bhargava
Srivastava, D. N. singh, R. & Pandey, J. (1991). Adhunik Samaj Manovigyan, Agra: Bhargva.
Mathur, S. S. (2004/05). Social Psychology. Agra: Vinod Pustak Mandir.
Baron, R. A., Branscombe, N. R., & |Byrne, D. (2011). Social Psychology (13th Ed.). Prentice Hall.
Singh, A.K. (2015). Social Psychology. Delhi: PHI Learning Pvt. Ltd.

B. A. (Hons.) in Applied Psychology: Semester-I

Paper-III: Practical

Max. Marks: 50
Time: 3 Hours

Note: The students would be required to conduct at least 6 practicals during the session. Each examinee will have to conduct one practical during the examination as allotted by the examiner. The distribution of marks will be as under:

a. Conduction and reporting: 25 Marks
b Viva-voce: 15 Marks
c. Record book: 10 Marks

Conduct any six practicals:

1. EPQ
2. Verbal Test of Intelligence
3. Self Concept
4. Sociometry
5. Raven's Progressive Matrices
6. Study of Emotions (Facial Expression)
7. Motivation Test
8. 16 PF
9. Computer Application: Data File in M.S. Excel

Proposed Syllabus and Scheme of Examination for B.A.
Under Choice based credit system
Submitted
To Kurukshetra University, Kurukshetra
Subject: Psychology
w.e.f - 2020-21

Semester	COURSE	Paper	Nomenclature of Paper	Credits	Internal Marks	External Marks	Total
I	CC-Psychology - A	Psychology- 101	Foundations of Psychology	4	16	64	80
		Psychology- 102	Foundations of Psychology Practical	2	08	32	40
II	CC-Psychology - B	Psychology – 201	Social Psychology	4	16	64	80
		Psychology - 202	Social Psychology Practical	2	08	32	40
III	CC-Psychology - C	Psychology - 301	Experimental Psychology	4	16	64	80
		Psychology - 302	Experimental Psychology Practical	2	08	32	40
IV	CC-Psychology – D	Psychology - 401	Development Psychology	4	16	64	80
		Psychology - 402	Development Psychology Practical	2	08	32	40
	SEC-Psychology-I	Psychology - SEC	Managing Stress	2	08	32	40
V	DSE- Psychology - A	Psychology - 501	Psychopathology	4	16	64	80
		Psychology - 502	Psychopathology Practical	2	08	32	40
		OR					
		Psychology – 503	Health and Well-being	4	16	64	80
		Psychology - 504	Health and well-being Practical	2	08	32	40
		Psychology - 505	*MOOC Course from Swayam Portal	**			***
	GE-I	GE-Psychology -506		4	16	64	80
		GE-Psychology - 507	Practical based on Psychology - 506	2	08	32	40
VI	DSE- Psychology - B	DSE-Psychology- 601	Applied Psychology	4	14	56	70
		DSE-Psychology - 602	Applied Psychology Practical	2	08	32	40
		OR					
		DSE-Psychology – 603	Counselling Psychology	4	16	64	80
		DSE-Psychology - 604	Counselling Psychology Practical	2	08	32	40
	GE-2	GE-Psychology -606		4	16	64	80
		GE-Psychology - 607	Practical based on Psychology - 606	2	08	32	40

*Note : For GE Course students would study compulsory paper of 1st and 2nd semester in 5th and 6th Semester respectively.

These SEC Courses are approved:

AEEC-PSY-P-01: Managing Stress (Theory + Workshops/Seminars)
AEEC-PSY-P-02: Making decisions (Theory + Workshops/Seminars)
AEEC-PSY-P-03: Applications of Social Psychology (Theory + Workshops/Seminars)
AEEC-PSY-P-04: Handling of Adolescent Problems

KURUKSHETRA UNIVERSITY
B.A. (Pass Course) Psychology Semester -I

Paper- 101 : Foundation of Psychology Max. Marks 64+16(Internal)
Time : 3 hrs.

Course Learning outcomes :

- Demonstrate an understanding of the foundational concepts of the human mind and behavior.
- Demonstrate comprehension of the theoretical concepts of psychology and the related empirical findings.
- Ability to identify various approaches fields and sub-fields of psychology

Note: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. Each question will carry 12 marks. The first question will be compulsory and will have 6 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. The candidate would be required to attempt ONE questions from each unit.

UNIT – 1

Introduction :Nature and Scope of Psychology; Psychology as a Science and Present Status, Psychology in India.
Approaches: Psychoanalytic, Behaviouristic, Cognitive and Humanistic Existential.

UNIT – II

Biological Basis of Behaviour: Neurons : Structure and types, Nerve Conduction and Synapse, and Central and Peripheral Nervous System.

UNIT – III

Emotion : Nature, Factors affecting Theories: James-Lange, Cannon- Bard & Schachter-Singer
Motivation: Needs, Drives, Incentives, Biological &Social Motives.

UNIT – IV

Personality : Nature, Factor affecting Personality and Theories : Allport, Cattell and Eysenck. Factors affecting personality Development
Intelligence: Nature and Factors affecting intelligence.
Theories: Spearman, Thurstone, Cattell.

References:

Baron, R.A &Misra, G.(2014). Psychology. New Delhi: Pearson Education.
Ciccarelli, S.K., Meyer, G.E. &Misra, G. (2013). Psychology: South Asian Edition. New Delhi: Pearson Education.
Passer, M.W & Smith, R.E. (2013). Psychology: The Science of Mind and Behaviour. New Delhi: Tata McGraw-Hill
Chaplin.T,.&Kraweic.T.S. (1979). Systems & Theories of Psychology (4th Ed.). New York: Holt Rinehart.
Singh.A. And Singh.U.(1984). Samanya Manovigyan. Bhiwani: Vaidic Prakashan.

KURUKSHETRA UNIVERSITY
B.A. (Pass Course) Psychology Semester -I

Paper- 102 : Foundation of Psychology Practical Max. Marks: 32+8(Internal)
Time : 3 hrs.

1. EPQ/EPI
2. Retinal color zones/Color Blindness
3. Sound Localization
4. Study of emotions.
5. Simple reaction time
6. Verbal Test of Intelligence.
7. Performance Test of Intelligence/RPM.
8. Observation (Speed & Accuracy).
9. 16PF Questionnaire
10. Test of Motivation.

Note: Students are to Conduct and report at least five practicals.
The examiner will allot one practical at the time of examination

KURUKSHETRA UNIVERSITY
B.A. (Pass Course) Psychology Semester -II

Paper- 201 : Social Psychology Max. Marks : 64+16(Internal)
Time : 3 hrs.

Course Learning outcomes :

- Demonstrate an understanding of the foundational concepts of the human mind and behaviour.
- Demonstrate comprehension of the theoretical concepts of psychology and the related empirical findings.
- Ability to identify various approaches fields and sub-fields of psychology

Note: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. The first question will be compulsory having 16 Marks and will have 8 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units having 12 Marks each. The candidate would be required to attempt ONE questions from each unit.

Objective: To understand the basics of social psychology and to understand the individual in the social world.

Unit 1:

Introduction: Meaning, History, Scope and Present Status of Social Psychology. Determinents of Social Behaviour.
Method: Observation ,Sociometry and Survey.

Unit 2

Socialization: Nature, Process and Agencies.
Individual level processes: Person perception: Nature and Deterimants, Attribution: Fundamental Errors, Determinants and theories-Jones and Davis, and Kelly's.
Attitude: Nature, Formation, Change and Resistance to Change.

Unit 3

Interpersonal processes: Inter personal Attraction: Nature, Determinants and Theories- Social Learning and Exchange Theory. Pro-social behaviour: Meaning, Stages and Determinants. Aggression: Nature, Causes and Control.

Unit 4

Group Behaviour: Meaning and Formation of Group, Types, Functions of Group.
Leadership: Nature, Characteristics and Types.
Collective Behaviour: Crowd, Audience and Mob.

References:

Baron, R.A., Byrne, D. & Bhardwaj. G (2010).Social Psychology (12th Ed).New Delhi: Pearson.
Chadha, N.K. (2012). Social Psychology. MacMillan: New Delhi.
McDavid, J. W. &Harrari, H. (1968). Social Psychology. New York: Harper & Row.
Kretch and Crutchfield (1948). Theory and Problems of Social Psychology. New York: McGraw Hill.
Myers, D.G. (2008). Social psychology. New Delhi: Tata McGraw-Hill.

KURUKSHETRA UNIVERSITY
B.A. (Pass Course) Psychology Semester -II

Paper- 202 : Social Psychology Practical

Max. Marks: 32+8(Internal)
Time : 3 hrs.

1. Sociometry
2. Measurement of Attitude
3. Alruism Scale
4. Stereotypes
5. Agression Scale
6. Prejudice Scale
7. Leadership Styles
8. Social Facilitation
9. Rosenwig's P.F. Test/Norm formation
10. Social Conformity

Note: Students are to Conduct and report at least five practicals.
The examiner will allot one practical at the time of examination

B.A. (Mass Communication)

Scheme of Examination

w.e.f. Academic Session 2017-18

First Semester	T	P	IA	Total
Paper-I: Introduction to Communication	80	-	20	100
Paper-II: Language and Media(Hindi-I)	80	-	20	100
Paper-III: Computer Applications for Mass Media	50	30	20	100
Paper-IV: General Awareness and Current Affairs-I	80	-	20	100
Paper-V: Personality Development & Communication Skills	50	30	20	100
Second Semester				
Paper-VI: Language and Media (English-I)	80		20	100
Paper-VII: Communication and Society	80	-	20	100
Paper-VIII: Basics of Mass Communication	80	-	20	100
Paper-IX: Introduction to Reporting	50	30	20	100
Paper-X: Media and Polity	80	-	20	100
Environment Studies				
Third Semester				
Paper-XI: Language and Media (Hindi-II)	80	-	20	100
Paper-XII: Basics of Editing	50	30	20	100
Paper-XIII: Fundamentals of Advertising and Public Relations	80	-	20	100
Paper-XIV: Introduction to Photography	50	30	20	100
Paper-XV: Introduction to Audio-Visual Media	80	-	20	100
Forth Semester				
Paper-XVI: Language and Media (English-II)	80	-	20	100
Paper-XVII: New Media	50	30	20	100
Paper-XVIII: Media Laws and Ethics	80	-	20	100
Paper-XIX: Development Communication	80	-	20	100
Paper-XX: Current Affair & Media Issues-II	80	-	20	100
Fifth Semester				
Paper-XXI: Media Management	80	-	20	100
Paper-XXII: Radio Production	50	30	20	100
Paper-XXIII: Writing for Radio and Television	50	30	20	100
Paper-XXIV: Reporting Skills & Practice	50	30	20	100
Paper-XXV: Current affair & Media Issues-III	80	-	20	100
Sixth Semester				
Paper-XXVI: Print Production	50	30	20	100
Paper-XXVII: Television Production	50	30	20	100
Paper-XXVIII: Research Methodology	50	30	20	100
Paper-XXIX: Personality Development and Presentation Skills	80	-	20	100
Paper-XXX: Current Affairs & Media Issues-IV	80	-	20	100

**** Environment studies paper is qualifying subject compulsory for all students of the UG course and the same will be conducted in the 2nd semester of the course.***

Optional paper for Foreign and non Hindi students in place of paper II and XI

Basics of English language – I *80+20*

Basics of English language – II *80+20*

Paper-XXX

Current Affairs and Media Issues-IV

Time: 3 Hrs.

Theory Marks: 80
Internal Assessment: 20

Question paper for each theory paper will have two questions from each of the four units. Student will be required to answer any one question from each unit. Unit V of the question paper will have six questions out of which the student will be required to answer any four questions. Each unit will carry equal marks. Students have the option to answer some questions in Hindi and others in English but within an answer to a question the language should be pure (not bilingual) and correct

Unit –I

Major current international, national & regional development and issues during the term

Unit-II

Important people and their positions people in news.

Important issues covered by print/ radio/ television and new media.

Follow up of major stories and editorials during the term.

Unit-III

Follows up/ discussion of popular columns write ups, articles, features middles, letter to editors and blogs. Readings from popular magazines, news and infotainment

Unit-IV

Comparative study of issues covered by media, Discussion on photo feature, photo journalism, cartoons and other material of print media, Discussion on content/ footage/style/presentation etc.on the issue taken up by various television channel radio stations/New Media and other platforms.

Note : Maintain a file on current issues Article and editorial during the semester

Reference Books

- Manorama year book –Respective Yeear
- Mathrubhumi year book-Respective year
- Concise General Knowledge Manual- Barry O Brien
- India year book- Publication Division- Respective year
- Yojna Magazine
- Kurukshetra Magazine

PG DIPLOMA IN GUIDANCE, COUNSELING AND PSYCHOTHERAPY

Scheme of Examination
(From 2020-21)

There shall be three theory papers and one practical-cum-field work of 100 marks each. All the four papers are compulsory.

Paper	Nomenclature		Marks	Time
Psy. PGD.1 (C)	:GUIDANCE 100	3 Hour		
Psy. PGD.2 (C)	: COUNSELLING PSYCHOLOGY		100	3 Hours
Psy. PGD.3 (C)	PSYCHOTHERAPY	100	3 Hours	
Psy. PGD.4 (1) (C)	PRACTICAL		50	3 Hours
Psy. PGD.4 (II) (C)	FIELD WORK		50	3 Hours

Paper No.	**Nomenclature**	**No. of Credit**	**Exam. Scheme**		
		L	**External T**	**Internal Assessment**	**Total**
Psy. PGD.1 (C)	Guidance	4	80	20	100
Psy. PGD.2 (C)	Counselling Psychology	4	80	20	100
Psy. PGD.3 (C)	Psychotherapy	4	80	20	100
Psy.PGD.4 (1) (C)	Practical	2	50	-	50
Psy.PGD.4 (II)(C)	Field Work	2	50	-	50

The student has to choose and pass one paper, having 2 credits, available on Swayam Portal related to nature of diploma.

GUIDANCE

Paper: Psy. PGD.1 (C)

Max. Marks:100
Theory:80
Internal Assesstment:20
Time: 3 Hours

NOTE- The paper setter shall set TEN questions-TWO questions from each unit. The candidates will have to attempt FIVE in all, selecting ONE from each unit

UNIT I

Guidance - Nature, need , principles, goals and scope of Guidance. Process of Guidance

Types of Guidance-Educational, Vocational and Personal Guidance

UNIT-II

Assessment in Guidance- Formal and Informal techniques.

Nature and types of Psychological tests.

Cognitive and behavioural assessment of children with Special needs

UNIT-III

Adjustment: Meaning, Nature and Determinants.

Adjustment Problems of Children and Adolescents.

Use of Clinical Methods for shaping healthy adjustment.

UNIT- IV

Approaches of Guidance: Individual V/S Group,

Meaning and Nature of Individual and Group Guidance;

Techniques of Group Guidance

UNIT- V

Organisation of Guidance services.

Guidance Personnel-Roles, skills and training

Guidance in classroom for learning and discipline

Recommended books

Anastasi, A. & Urbina, S. (1997). Psychological Testing. New York: Mc Millan.

Bernard, H.W. & Fuller, D.W. (1977). Principles of Guidance. New York: Crowell.

Bhatnagar, A. & Gupta, N. (2001). Guidance and Counselling, Vol. 1, Atheoritical Perspective.

New Delhi: Vikas Publishing House.

Bhatnagar, A. & Gupta, N. (2001). Guidance and Counselling, Vol. 2, A Practical Approach.

New Delhi: Vikas Publishing House.

Crow, L. D. & Crow, A. V. B. (1961). Introduction to Guidance: Basic principles and practices.

New Delhi: Eurasia.

Gibson, R. & Mitchell, M. (2005). Introduction to Guidance and Counsellling. New Delhi:

Prentice Hall of India.

Pietrofesa, J.J. (1980). Guidance: An introduction. Chicago: Rand McNally.

Shaffer, L.P. and Shoben, E.J. (1986). Psychology of Adjustment: A Dynamic and Experimental

Approach to Personality and Mental Hygiene. Boston:Houghton Mifflin.

COUNSELING PSYCHOLOGY

Paper: Psy.PGD.2 (C)

Max. Marks:100
Theory:80
Internal Assesstment:20
Time: 3 Hours

Note: The paper setter shall set TEN questions- TWO questions from each unit. The candidate will have to attempt FIVE questions in all, selecting ONE from each unit.

UNIT-I

Introduction to counseling: Meaning, Goals and Objectives of counseling. Basic assumptions and principles of counseling.

UNIT-II

Role, Characteristics and training of counselor. Counseling skills: Listening, Reflecting, Summarizing, Confronting, Interpreting and Informing skills. Ethical issues in counseling.

UNIT-III

Components of Counseling Practice: Conduction of first session, developing communication and attending skills, Rapport/Relationship building, Assessing client problems, Process and outcome goals, Termination and Follow-up.

UNIT-IV

Counseling Approaches & Techniques- Directive, Non-Directive and Eclectic Counseling. Case study, Counseling interview, Sensitivity training, Transactional analysis, Psychodrama.

UNIT-V

Special areas of counseling: Counseling for children with emotional disturbance and learning disability; Exceptional children, Marital counseling Occupational counseling, Counseling patients with terminal disease/chronic illness – HIV/AIDS, cancer patients and their caretakers, Counseling drug addicts and alcoholics.

Recommended Books:

Clough, P. Pardeck, J.T. & Yuen, F. (Eds) (2005). Handbook of emotional and behavioural Difficulties.

Mozdzierz, G.J., Peluso, P.R. &Lisiecki, J. (2009). Principles of Counseling and Psychotherapy. New York: Routledge.

Cormier, L.S. and Hackney, H. (1993). The Professional Counsellor. Englewood Cliffs, N.J: Prentice Hall.

Woolfe, R. and Dryden, W. (1996). Handbook of Counselling. London: Sage Publications.

Bender, W.N. (1995). Identification and Teaching Strategies for Learning Disabilities. New York: Allyn Bacon.

Dryden, W. (1995). Key Issues for Counselling in Action. London: Sage Punlications.

Sharry, J. (2006). Counselling Children, Adolescents and Families: A Strength Based Approach. New York: Sage Publishers.

George, R.L. Cristiani, T.S. (1990). Counselling: Theory and Practice. New Jercey: Prentice Hall (3rd edition).

Peterson, J.V. and Nishenholz, B. (1999). Orientation to Counselling, New York: Allyn & Bacon.

PSYCHOTHERAPY

Paper: Psy. PGD.3 (C)

Max. Marks:100
Theory:80
Internal Assesstment:20
Time: 3 Hours

Note: The paper setter shall set TEN questions- TWO questions from each unit. The candidate will have to attempt FIVE questions in all, selecting ONE from each unit.

UNIT-I

Psychopathology: Meaning, Critertia, Approaches: Psychodynamic, Behaviouristic, and Humanistic and Existential.

Classification of Mental Disorders: ICD & DSM Systems.

UNIT-II

Psychotherapy: Definition, Objectives, ethical issues. Significant variables in Psychotherapy Training of Psychotherapist, Clinical Formulation.

Therapeutic Relationship: Client and Therapist characteristics, Factors Influencing Relationship.

UNIT-III

Taking History and Mental status examination.

Behaviour Therapies: Origin, Foundations and Principles; Behavioural Assessment. Desensitization- Extinction, Skill Training, Operant Procedures and Aversion.

UNIT-IV

Cognitive Therapies: Introduction to cognitive Model (Beck and Ellis), Basic Principles and Assumptions, Cognitive Behaviour Therapy, Rational Emotive Behaviour Therapy, Cognitive Restructuring, Gestalt Therapy

UNIT-V

Systemic Therapies: Origin, Theoretical Models and Techniques with respect to Family therapy, Marital Therapy, and Group therapy.

Recommended Books:

Bellack, A.S., &Hersen, M. (2000). Comprehensive Clinical Psychology (Vol. 5 & 6), New York: Elsevier Science Ltd.

Gelder, M., Cowen, P., & Harrison, P. (2005). Shorter Textbook of Psychiatry, London: Oxford Press.

Carson, R.C., Butcher, J.N., & Mineka, S. (2000). Abnormal Psychology and Modern Life, Delhi: Pearson Education.

Wolberg, L.R. (1988). The Techniques of Psychotherapy (Vol. I & II). London: Jason Aronson Inc.

Hamilton, M. (1985). Fish's Clinical Psychopathology: Signs and Symptoms in Psychiatry, Bombay: Varghese Publishing House.

Masters, J.C., Burish, T.G., Hollon, S.D., &Rimm, D.C. (1987). Behaviour Therapy: Techniques and Empirical Findings, Florida: Harcourt Brace & Company.

Hawton, K., Salkovskis, P.M., Kirk, J., & Clark, D.M. (2004). Cognitive Behaviour Therapy for Psychiatric Problems: A Practical Guide. New York: Oxford University Press.

Practical (Diagnostic Assessment Techniques)

Paper: Psy. PGD.4 (1) (C)

Max. Marks: 50

Time: 3 Hours

Note: Any 8 practicals out of the following are to be conducted and reported during the course. One practical will be allotted to a candidate during the examination and evaluation will be based on Practical Note Book, Performance during practical examination and viva-voce.

N.B.: A series of lectures will be delivered on Diagnostic Testing to acquaint the studentsinth: Nature of Psychological Tests, their functions, Psychometric Properties- Reliability, Validity Norms; Ethical Issues.

1. Clinical Analysis Questionnaire.
2. NEO PI- R
3. IPAT- ASQ
4. Interest Inventory
5. Beck Depression Inventory
6. WAIS-R
7. Wechsler Memory Scale
8. Rorschach Inkblot
9. AIIMS Neuropsychological Assessment Battery
10. Adjustment Inventory
11. Stress Inventory
12. Clinical Rating Scales- Autism, ADHD.
13. D.A.T.B

Field Work **Max. Marks: 50**

Paper: Psy. PGD.4 (II) (C)

Field Work

To provide hands on experience in acquiring the necessary skill and competency in selecting, administering, scoring, and interpreting psychological tests and treating the individuals suffering from Psychological problems, the candidates need to engage themselves in active training under supervision.

Submission of Psychodiagnostic and Psychotherapy records.

- Four full-length Psychodiagnostic records to be prepared and submitted by the candidate. The records should include a detail clinical history and a discussion on a) rationale for testing b) areas to be investigated c) tests administered (d) test findings and e) Impression.

- Four full-length counseling and Psychotherapy records to be prepared and submitted by the candidate. The records should include a) reasons for interventions (b) short-term and long term objectives (c) type and techniques of intervention used with rationale d) Process of therapy (e) changes occurred during therapy and (e) final outcome.

Bachelor of Technology (Computer Science & Engineering)										
Credit-Based Scheme of Studies/Examination										
Semester V (w.e.f. session 2020-2021)										
S. No.	**Course Code**	**Subject**	**L:T:P**	**Hours/ Week**	**Credits**	**Examination Schedule (Marks)**				**Duration of Exam (Hrs)**
						Major Test	**Minor Test**	**Practical**	**Total**	
1	ES-301	Microprocessor & Interfacing	3:0:0	3	3	75	25	0	100	3
2	PC-CS-301	Database Management Systems	3:0:0	3	3	75	25	0	100	3
3	PC-CS-303	Formal Language & Automata Theory	3:0:0	3	3	75	25	0	100	3
4	PC-CS-305	Essential of Information Technology	3:0:0	3	3	75	25	0	100	3
5	PC-CS-307	Computer Organization & Architecture	2:0:0	2	2	75	25	0	100	3
6	PEC	Elective-I	3:0:0	3	3	75	25	0	100	3
7	PC-CS-309L	Database Management Systems Lab	0:0:4	4	2	0	40	60	100	3
8	PC-CS-311L	Essential of Information Technology Lab	0:0:4	4	2	0	40	60	100	3
		Total		**25**	**21**	**450**	**230**	**120**	**800**	
9	MC-904	Energy Resources & Management	3:0:0	3	0	0	100	0	100	3
10	SIM-301*	Seminar on Summer Internship	2:0:0	2	0	0	50	0	50	

PEC Elective-I
Digital Data Communication: PE-CS-T301
Parallel and Distributed Computing: PE-CS-T303
Information Theory and Coding: PE-CS-T305
Advanced Algorithms: PE-CS-T307

***Note:** SIM-301* is a mandatory credit-less course in which the students will be evaluated for the Summer Internship undergone after 4th semester and students will be required to get passing marks to qualify.

ES-301	Microprocessor & Interfacing						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**0**	**0**	3	75	25	100	**3 Hour**
Purpose	To learn the architecture and programming of Intel family microprocessors and its interfacing.						
Course Outcomes							
CO 1	To study the Architecture of 8086 microprocessors						
CO 2	To implement the interfacing of memories to 8086 Microprocessor						
CO 3	To learn and analyze the instruction set of 8086 Microprocessor and implementation of assembly language programming of 8086 Microprocessor.						
CO 4	To design and implement the interfacing of interrupts, basic I/O and DMA with 8086 Microprocessor						

Unit I

8086 CPU ARCHITECTURE: 8086 Block diagram; description of data registers, address registers; pointer and index registers, PSW, Queue, BIU and EU. 8086 Pin diagram descriptions. Generating 8086 CLK and reset signals using 8284. WAIT state generation. Microprocessor BUS types and buffering techniques, 8086 minimum mode and maximum mode CPU module.

UNIT-II

Main Memory System Design: Memory devices, 8086 CPU Read/Write timing diagrams in minimum mode and maximum mode. Address decoding techniques. Interfacing SRAMS; ROMS/PROMS. Interfacing and refreshing DRAMS.

UNIT-III

8086 Instruction Set: Instruction formats, addressing modes, Data transfer instructions, string instructions, logical instructions, arithmetic instructions, transfer of control instructions; process control instructions; Assembler directives.

8086 Programming Techniques: Writing assembly Language programs for logical processing, arithmetic processing, timing delays; loops, data conversions.

UNIT-IV

Basic I/O Interface: Parallel and Serial I/O Port design and address decoding. Memory mapped I/O Vs Isolated I/O Intel's 8255 and 8251- description and interfacing with 8086. ADCs and DACs, - types, operation and interfacing with 8086. Interfacing Keyboards, alphanumeric displays, multiplexed displays, and stepper motor, optical encoder with 8086.

Interrupts and DMA: 8086 Interrupt mechanism; interrupt types and interrupt vector table. Applications of interrupts, Intel's 8259. DMA operation. Intel's 8237.

Suggested Books:

1. Barry B. Brey, "The Intel Microprocessor8086/8088, 80186", Pearson Education, Eighth Edition, 2009
2. D.V. Hall, Microprocessors and Interfacing, McGraw Hill 2nd ed.
3. Liu, Gibson, "Microcomputer Systems: The 8086/88 Family", 2nd Edition, PHI,2005
4. Kenneth Ayala, "The 8086 Microprocessor: Programming & Interfacing the PC", Cengage Learning,
5. Indian Edition, 2008
6. Kip Irvine, "Assembly language for IBM PC", PHI, 2nd Edition, 1993
7. Peter Abel, "Assembly language programming", Pearson Edu,5th Edition,2002
8. Uffenback, "The 8086 Family Design" PHI, 2nd Edition.
9. Walter A Triebel and Avtar Singh; The 8088 and 8086 Microprocessors

PC-CS-301	Database Management Systems						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**0**	**0**	3	75	25	100	**3 Hour**
Purpose	To familiarize the students with Data Base Management system						
Course Outcomes							
CO 1	To provide introduction to relational model and ER diagrams.						
CO 2	To realize about Query Processing and Transaction Processing.						
CO 3	To comprehend about the concept of functional dependencies.						
CO 4	To learn the concept of failure recovery and concurrency control.						

UNIT I

Introduction: Concept & Overview of DBMS, Data Models-, Network, Hierarchical and Relational Model, Levels of abstraction. Administrator, Database Users, Three Schema architecture of DBMS, Application. **Entity-Relationship Model:** : Entities, Attributes and Entity Sets, Relation and Relationships sets, Mapping Constraints, Keys, Entity-Relationship Diagram, Weak Entity Sets, Extended E-R features.

UNIT II

Relational Model: Structure of relational Databases, Relational Algebra and Relational Calculus, Operations on Relational Algebra, Operations on Relational Calculus, Tuple Relational Calculus, Domain Relational Calculus.

SQL and Integrity Constraints: Concept of DDL, DML, DCL. Basic Structure, Set operations, Aggregate Functions, Null Values, Domain Constraints, Referential Integrity Constraints, assertions, Introduction to views, Querying, Nested Sub queries, Database security application development using SQL, Stored procedures and triggers.

UNIT III

Relational Database Design:

Functional Dependency, Different anomalies in designing a Database., Normalization using functional dependencies, Decomposition, Boyce-Codd Normal Form, 3NF, Normalization using multi-valued dependencies, 4NF, 5NF.

Internals of RDBMS: Physical data structures, Query optimization: join algorithm, statistics and cost base optimization. Transaction processing, Concurrency control and Recovery Management: transaction model properties, state serializability, lock base protocols, two phase locking.

UNIT IV

Recovery System: Types of Failures, Recovery Techniques, ARIES.

Concurrency Control: Serial and Serializable Schedules-Conflict Serializability –Enforcing Serializability by Locks-Locking Systems with Several Lock Modes-Concurrency Control by Timestamps, validation. **Transaction Management:** ACID Properties, Transaction states, Serializability and Recoverability-View, Serializability-Resolving Deadlocks-Distributed Databases: Commit and Lock

Suggested Books:

- Ramez Elmasri , Shamkant B. Navathe ,"Fundamentals of Database systems", Pearson
- Korth, Silberschatz, Sudarshan: database concepts, MGH,
- R. Ramakrishnan and J. Gehrks database management system; MGH, International edition,
- C. J. Date, data base systems: 7th edition, Addison Wesley, Pearson Education,
- Chakrabarti, Advance database management systems , Wiley Dreamtech

PC-CS-303	Formal Language & Automata Theory						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**0**	**0**	3	75	25	100	**3 Hour**
Purpose	To understand the challenges for Theoretical Computer Science and its contribution to other sciences						
Course Outcomes							
CO 1	Students are able to explain and manipulate the different fundamental concepts in automata theory and formal languages.						
CO 2	Simplify automata and context-free grammars; Prove properties of languages, grammars and automata with rigorously formal mathematical methods, minimization.						
CO 3	Differentiate and manipulate formal descriptions of push down automata, its applications and transducer machines.						
CO 4	To understand basic properties of Turing machines and computing with Turing machine, the concepts of tractability and decidability.						

Unit - I

Introduction to Automata: Study and Central Concepts of Automata Theory, Applications of Finite Automata, An Introduction of Deterministic Finite Automata(DFA) and Non-Deterministic Finite Automata(NFA), Finite Automata with Epsilon (€) Transitions.

Regular Expression and Languages: Regular Expressions (RE), Finite Automata and Regular Expressions, Applications of Regular Expressions, Algebraic Laws of Regular Expressions, Closure Properties of Regular Languages, RE to NFA, DFA Conversion and DFA to RE, Equivalence and Minimization of NFA and DFA automata.

Unit-II

Context free Grammars and Languages: Parse Trees, Context Sensitive Grammar, Context Free Grammar, Regular Grammar, Applications of Context Free Grammars, Ambiguity in Grammars and Languages. Closure Properties of CFL, Chomsky Theorem, Chomsky Hierarchy, Normal forms of context free grammars: Chomsky Normal Form, Greibach Normal Form.

Pumping Lemma: Introduction to Pumping Lemma, pumping lemma for context free languages, Applications of Pumping Lemma, Minimization of Finite Automata, and Recursive Language.

Unit-III

Mealey and Moore Machines: Definitions, Representation, Equivalence of Moore and Mealey Machines and its Designing.

Push Down Automata: Introduction of Push Down Automata (PDA), Language of PDA, Equivalence of PDA's and CFG's, Deterministic Push Down Automata, Designing of PDA, Applications of PDA.

Unit-IV

Introduction to Turing Machine: The Turing Machine, Programming Techniques for Turing Machine, Extensions of Turing Machine, Restricted Turing Machines, Universal Turing Machines and Designing of Turing Machines, Time and Tape Complexity Measures of Turing machines

Decidability: Post's Correspondence Problem (PCP), Rice's Theorem, Decidability and Undecidability properties, P-NP class and completeness.

Suggested Books:

- J.E.Hopcroft, R.Motwani and J.D.Ullman , "Introduction to Automata Theory Languages and
- computation", Pearson Education Asia , 2001.
- K.Krithivasan and R.Rama; Introduction to Formal Languages, Automata Theory and Computation; Pearson Education, 2009.
- Peter Linz, "An Introduction to Formal Language and Automata", 4th Edition, Narosa Publishing house , 2006.
- M.Sipser; Introduction to the Theory of Computation; Singapore: Brooks/Cole, Thomson Learning, 1997.
- John.C.martin, "Introduction to the Languages and the Theory of Computation", Third edition, Tata McGrawHill, 2003

PC-CS-305	Essential of Information Technology						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**0**	**0**	**3**	**75**	**25**	**100**	**3 Hrs.**
Purpose	**To introduce the concepts of Advanced Java Programming**						
Course Outcomes (CO)							
CO1	Study fundamental concepts of Java.						
CO2	Design of user interfaces using Java applets.						
CO3	To study and implement JDBC and Jbeans.						
CO4	To study concepts of servlets and its applications.						

UNIT-I

Introduction: Importance and features of Java, Concepts of Java Virtual machine (JVM), Keywords, Constants, Variables and data types, operators and expressions, Control statements, Conditional statements, loops and iterations. Class definition, adding variables and methods, creating objects, constructors, defining methods, calling methods, method overloading. Creating an array, one and two dimensional array, string array and methods String and String Buffer classes, Wrapper classes. Packages and Interfaces, exception handling.

UNIT-II

Design of User Interfaces: Swing, Applet, Icons and Labels, Text Fields, Buttons, button Class, Check Box, Radio Buttons, The Container, Panel, Windows, and Frame Classes, Combo Box, Tabbed Panes, Scroll Panes, Trees, Tables.

UNIT-III

Servlets: Introduction to Servlets, Life cycle of Servlets, Creating, Compiling and running servlet, Reading the servlet Parameters, Reading Initialization parameter, Packages- javax.servlet Package, Handling HTTP Request and Response (GET / POST Request), Cookies and Session Tracking.

UNIT-IV

Advance Java: Collection, list, Map, Tree, Hashing.

JDBC: JDBC Fundamentals, Establishing Connectivity and working with connection interface, working with statements, Creating and Executing SQL statements, working with Result Set Object & Result Set Meta Data.

Suggested Books:

1. Gary Cornell and Horstmann Cay S., Core Java, Vol I and Vol II, Sun Microsystems Press.
2. Herbert Schildt, Java: The Complete Reference, McGraw-Hill.
3. Philip Hanna, JSP: The Complete Reference, McGraw-Hill.
4. Deital and Deital, Java How to Program, Prentice Hall (2007).

PC-CS-307	Computer Organization & Architecture						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
2	**0**	**0**	**2**	**75**	**25**	**100**	**3 Hrs.**
Purpose	Student will be able to understand the basic concepts of computer architecture and organization, and understand the key skills of constructing cost-effective computer systems.						
Course Outcomes (CO)							
CO1	Be familiar with the internal organization and operations of a computer.						
CO2	Be familiar with the design trade-offs in designing and constructing a computer processor.						
CO3	Be aware with the CPU design including the RISC/CISC architectures.						
CO4	Be acquainted with the basic knowledge of I/O devices and Select the appropriate interfacing standards for I/O devices.						

Unit- I

Data representation and Computer arithmetic: Introduction to Computer Systems, Organization and architecture, Von Neumann Architecture, evolution and computer generations; Fixed point representation of numbers, digital arithmetic algorithms for Addition, Subtraction, Multiplication using Booth's algorithm and Division using restoring and non restoring algorithms. Floating point representation with IEEE standards and its arithmetic operations.

Memory Organization: Memory Hierarchy, Main Memory, Auxiliary Memory, Associative Memory, Cache Memory, Virtual Memory.

Unit-II

Basic Computer organization and Design: Instruction codes, stored program organization, computer registers and common bus system, computer instructions, timing and control, instruction cycle: Fetch and Decode, Register reference instructions; Memory reference instructions. Input, output and Interrupt: configuration, instructions, Program interrupt, Interrupt cycle, Micro programmed Control s

organization, Control Memory, address sequencing, Micro program Example, micro instruction format, Horizontal Vs Vertical micro-programming, design of control Unit, microprogram sequencer, Hardwired v/s Micro-programmed Control Unit.

Unit-III

Central Processing Unit: General register organization, stack organization, instruction formats (Zero, One, Two and Three Address Instruction), addressing modes, Data transfer and manipulation, Program control. CISC and RISC: features and comparison. Pipeline and vector Processing , Parallel Processing, Flynn's taxonomy, Pipelining, Instruction Pipeline, Basics of vector processing and Array Processors.

Unit-IV

Input-output organization: I/O interface. I/O Bus and interface modules, I/O versus Memory Bus. Asynchronous data transfer: Strobe control, Handshaking, Asynchronous serial transfer. Modes of Transfer: Programmed I/O, Interrupt driven I/O, Priority interrupt; Daisy chaining, Parallel Priority interrupt. Direct memory Access, DMA controller and transfer. Input output Processor , CPU-IOP communication, Serial communication.

Suggested Books:

- William Stallings, "Computer Organization and Architecture – Designing for Performance", Sixth Edition, Pearson Education, 2003.
- Morris Mano, M., "Computer System Architecture," 3/e, Pearson Education, 2005.
- John P. Hayes, "Computer Architecture and Organization," 3/e, TMH, 1998.
- David A. Patterson and John L. Hennessy, "Computer Organization and Design: The Hardware/Software interface", Third Edition, Elsevier, 2005.
- V.P. Heuring, H.F. Jordan, "Computer Systems Design and Architecture", Second Edition, Pearson Education, 2004.
- Carl Hamacher, ZvonkoVranesic and SafwatZaky, "Computer Organization", Fifth Edition, Tata McGraw Hill, 2002.

PC-CS-309L	Database Management Systems Lab						
Lecture	**Tutorial**	**Practical**	**Credit**	**Minor Test**	**Practical**	**Total**	**Time**
0	**0**	**4**	**2**	**40**	**60**	**100**	**3 Hours**
Purpose	**To familiarize the students with the basics of Data base management system.**						
Course Outcomes							
CO1	To understand basic DDL commands						
CO 2	To learn about DML and DCL commands						
CO 3	To understand the SQL queries using SQL operators						
CO 4	To understand the concept of relational algebra						
CO5	To learn various queries using date and group functions						
CO6	To understand the nested queries						
CO7	To learn view, cursors and triggers.						

1. Write the queries for Data Definition Language (DDL) in RDBMS.
2. Write the queries for Data Manipulation Language (DML) in RDBMS.
3. Write the queries for Data Control Language (DCL) in RDBMS.
4. To perform various integrity constraints on relational database.
5. Create a database and perform the following operations:-
   a. Arithmetic and Relational operations
   b. Group by & having clauses
   c. Like predicate for pattern matching in database
6. Write SQL queries for relational algebra
7. Write SQL queries for extracting data from more than one table
8. Write SQL queries for sub queries, nested queries
9. Concepts for ROLL BACK, COMMIT & CHECK POINTS
10. Using two tables create a view, which shall perform natural join, equi join, outer joins.
11. Write a procedure for computing income tax of employee on the basic of following conditions:-
    a. if gross pay<=40,000 then I.T rate is 0%.
    b. if gross pay>40,000 but <60000 then I.T rate is 10%.
    c. if gross pay>60,000 but <1,00,0000 then I.T rate is 20%.
    d. if gross pay>1,00,0000 then I.T rate is 30%.

    For this purpose create a table with name, ssn, gross salary and income tax of the employee.
12. Write trigger for before and after insertion, deletion and updation process.

PC-CS-311L	Essential of Information Technology Lab						
Lecture	**Tutorial**	**Practical**	**Credit**	**Minor Test**	**Practical**	**Total**	**Time**
0	**0**	**4**	**2**	**40**	**60**	**100**	**3 Hrs.**
Purpose	To introduce the concepts of Advanced Java Programming						
Course Outcomes (CO)							
CO1	Study fundamental concepts of Java.						
CO2	Design of user interfaces using Java applets.						
CO3	To study and implement JDBC and Jbeans.						
CO4	To study concepts of servlets and its applications.						

1. Write a Java Package with Stack and queue classes.
2. Design a class for Complex numbers in Java .In addition to methods for basic operations on complex numbers, provide a method to return the number of active objects created.
3. Develop with suitable hierarchy, class for point, shape rectangle, square, circle, ellipse, triangle, polygenetic.
4. Design a simple test application to demonstrate dynamic polymorphism.
5. Design a java interface for ADT Stack.
6. Develop two different classes that implement this interface. One using array and other using linked list.
7. Develop a simple paint like program that can draw basic graphical primitives
8. Develop a scientific calculator using event driven programming.
9. Develop a template for linked list class along with its members in Java.
10. Write a program to insert and view data using Servlets

PE-CS-T301	Digital Data Communication						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**0**	**0**	**3**	**75**	**25**	**100**	**3**
Purpose	To provide the conceptual knowledge of data preparation and signal transmission methodologies used in data communication and networking.						
Course Outcomes							
CO 1	To study various analog communication techniques and with their characteristics.						
CO 2	To study and understand the requirements for analog/digital data to analog/digital signal conversion techniques.						
CO 3	To study the error and flow control techniques in communication and networking.						
CO 4	To study the concept of multiplexing and applied multiple access techniques specially in satellite communication.						

UNIT-1

MODULATION TECHNIQUES

Basic constituents of Communication Systems need of modulation, Amplitude modulation, spectrum of AM wave, modulation index, DSBSC modulation, SSB Modulation, vestigial side band modulation.

ANGLE MODULATION: Frequency and Phase Modulation, spectrum of FM Wave, Modulation Index and Bandwidth of FM Signal, NBFM and WBFM.

UNIT-II

DATA ENCODING

Digital data, Digital signals: Encoding schemes: NRZ-L, NRZ-I, Manchester-Diff-Manchester-encoding,Pseudoternary-Bipolar-AMI,B8ZS- HDB3 – Evaluation factors-Digital data, analog signals: Encoding Techniques –ASK-FSK-PSK-QPSK-Performance comparison-Analog data, digital signals: Quantization- Sampling theorem-PCM-Delta modulation-Errors- comparison- Analog Data, analog signals: Need for modulation -0 Modulation methods – Amplitude modulation- Angle modulation- Comparison.

UNIT-III

DIGITAL DATA COMMUNICATION TECHNIQUES

Asynchronous and synchronous transmission –Error Detection techniques: Parity checks – Cycle redundancy checks-Checksum-Error Correcting codes: Forwards and backward error corrections, Transmission media. Communication Topologies.

DTE & DCE interface: Characteristics of DTE-DCE interface. Interfaces: Rs-232-C, Rs-449/422, A/423-A.

UNIT-IV

SATELITE COMMUNICATION

Multiplexing: Advantages, Types of Multiplexing: FDM, Synchronous TDM, Statistical TDM/Asynchronous TDM, Study of their characteristics.

Satellite Communication Systems: Satellite parameters and configurations – Capacity allocation, Frequency Division FDMA; Time Division TDMA- Fixed assigned multiple access (FAMA), Demand assign multiple access (DAMA) – The concept of spread spectrum: FHSS, DSSS – CDMA – Transmission and reception.

Suggested Books

1. Forouzen, “Data Communication & Networking”,Tata Mcgraw Hill
2. Proakin, “Digital Communications”,Mc Graw Hill.
3. W. Stalling, “Wireless Communication and Networks” Pearson.
4. Stallings, “Data & computer Communications”,PHI.
5. Roden, “Digital & Data Communication Systems”,PHI.
6. Irvine, Data communications & Networks An engineering approach, wiley india
7.

PE-CS-T303	Parallel and Distributed Computing						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**0**	**0**	**3**	**75**	**25**	**100**	**3 Hrs.**
Purpose	To enable students to evaluate various architectural taxonomies, design paradigms, parallelism approaches, performance measures, parallel programming models and case studies, scheduling and parallel architecture and their programming constructs.						
Course Outcomes (CO)							
CO1	Classify various synchronous and asynchronous paradigms of parallel and distributed computing as well as identify some of the taxonomies and parallel algorithms.						
CO2	Evaluate various parallel computation models and approaches and analyze different performance metrics for parallel and distributed computing.						
CO3	Analyze the importance of pipelining and superscalar techniques, parallel programming models and case studies of parallel processors.						
CO4	Examine various techniques of parallelizing loops, sequential programs and scheduling and parallel architecture for cognitive functions.						

Unit-I

Introduction: The state of computing, system attributes to performance, multiprocessors and multicomputer, multivector and SIMD computers, basics of parallel programming models, parallel algorithms and distributed processing, Conditions of parallelism: Data, control and resource dependencies, Hardware and software parallelism. Hardware Taxonomy: Flynn's classification, Shore's classification, Feng's classification, Handler's classification. Software taxonomy: Kung's taxonomy.

Unit-II

Abstract parallel computational models: combinational circuits, sorting network, PRAM models, VLSI complexity model, architecture development tracks, program partitioning and scheduling, program flow mechanisms. Performance metrics and measures: parallelism profile in programs, mean performance, efficiency, utilization and quality, benchmarks and performance measures.

Parallel processing applications: Massive parallelism for grand challenges, application models for parallel computing, scalability of parallel algorithms. Speedup performance laws: Amdahl's law for fixed workload, Gustafson's Law for scaled problems and memory bounded speedup model. Scalability analysis and approaches: Scalability metrics and goals, evaluation of scalable computers.

Unit-III

Pipelining and Superscalar Techniques: Linear pipeline processors, nonlinear pipeline processors, arithmetic pipeline design, and superscalar pipeline design. Parallel programming models: Shared-variable model, message-passing model, data-parallel model, object-oriented model and functional and logic models.

Case studies of parallel processors: ICL distributed array processor (DAP), ILLIAC IV Computer, Tilera's TILE64 system, Sun UltraSparc T2 processor, Intel Pentium Processors.

Unit-IV

Scheduling and parallelization: Loop parallelization and pipelining-Loop transformation theory, parallelization and wave fronting, tiling and localization, software pipelining, program partitioning and scheduling: Grain size, latency, grain packing and scheduling. Parallel Architecture for cognitive functions: Artificial neuron model (perceptron), neural network as classifiers, learning by perceptrons, supervised training of perceptron networks, SLT model and Hopfield network.

Suggested Books

1. A.Grama, A. Gupta, G.Karypis, V.Kumar, Introduction to Parallel Computing, Pearson.
2. M.R. Bhujade, Parallel Computing, New Age International Publishers.
3. Kai Hwang and Naresh Jotwani, Advanced Computer Architecture-Parallelism, Scalability, Programmability, McGraw Hill.
4. D.Sima, T.Fountain, P.Kasuk, Advanced Computer Architecture-A Design space Approach, Pearson Education, India, 2009.
5. C Lin, L Snyder, Principles of Parallel Programming, Addison-Wesley Publishing Company.
6. M.J. Quinn, Parallel Computing: Theory and Practice, Second Edition, McGraw Hill.
7. T.G.Lewis and H. EI-Rewini, Introduction to parallel computing, Prentice Hall.

PE-CS-T305	Information Theory and Coding						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**0**	**0**	**3**	**75**	**25**	**100**	**3 Hrs.**
Purpose	To introduce information theory, the fundamentals of error control coding techniques and their applications, and basic cryptography.						
Course Outcomes (CO)							
CO1	Students will be introduced to the basic notions of information and channel capacity.						
CO2	Students will be introduced to convolutional and block codes, decoding techniques.						
CO3	Students will understand how error control coding techniques are applied in communication systems.						
CO4	Students will understand the basic concepts of cryptography and able to implement cryptography to real life applications.						

Unit I : Information Theory & Source Coding

Introduction to information theory, Entropy and its properties, Source coding theorem, Huffman coding, Shannon-Fano coding, The Lempel Ziv algorithm, Run Length Encoding, Discrete memory less channel, Mutual information, Examples of Source coding-Audio and Video Compression.

Unit II : Information Capacity & Channel Coding

Channel capacity, Channel coding theorem, Differential entropy and mutual Information for continuous ensembles, Information Capacity theorem, Linear Block Codes: Syndrome and error detection, Error detection and correction capability, Standard array and syndrome decoding, Encoding and decoding circuit, Single parity check codes, Repetition codes and dual codes, Hamming code, Golay Code, Interleaved code.

Unit III : Cyclic Codes, BCH and Convolutional Codes

Galois field, Primitive element & Primitive polynomial, Minimal polynomial and generator polynomial, Description of Cyclic Codes, Generator matrix for systematic cyclic code, Encoding for cyclic code, Syndrome decoding of cyclic codes,

Binary BCH code, Generator polynomial for BCH code, Decoding of BCH code, RS codes, generator polynomial for RS code, Decoding of RS codes, Cyclic Hamming code and Golay code. Introduction of convolution code, State diagram, Tree diagram, Trellis diagram, Sequential decoding and Viterbi decoding

UNIT-V: Cryptography

Encryption, Decryption, Cryptogram (cipher text), Concept of cipher, Cryptanalysis, Keys: Single key (Secret key), Cryptography, two-key (Public key) cryptography, Single key cryptography, Ciphers, Block Cipher code, Stream ciphers, Requirements for secrecy, The data Encryption Standard, Public Key Cryptography, Diffie-Hellmann public key distribution, The Rivest- Shamin Adelman(R-S-A) system for public key cryptography, Digital Signature.

Suggested Books:

- Jorge Castiñeira Moreira, Patrick Guy Farrell , Essentials of Error-Control Coding John Wiley, 2006. ISBN: 978-0-470-02920-6
- G. A. Jones and J. M. Jones, "Information and Coding Theory," Springer ISBN 1-85233-622-6, 3rd Edition.
- Dominic Welsh, Codes and Cryptography, Oxford Science Publications, 1988
- T. M. Cover, J. A, Thomas, "Elements of information theory," Wiely Interscience, 2nd Edition, 2006/ •
- R. W. Hamming, "Coding and information theory," Prentice Hall Inc., 1980

PE-CS-T307	Advanced Algorithms						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**0**	**0**	**3**	**75**	**25**	**100**	**3 Hrs.**
Purpose	To introduce advanced algorithm concepts and their implementation for solving complex applications.						
Course Outcomes(CO)							
CO1	Learn the basic concepts of Algorithms and their analysis.						
CO2	Study the concept of dynamic programming and various advanced data structures.						
CO3	Learn various graph algorithms.						
CO4	Study various Flow and Sorting Networks.						

UNIT – I: Introduction

Algorithms and its complexity (Time and Space), Algorithm Analysis (Worst, Best & Average case), Pseudocode Conventions, Asymptotic Notations, Binary Search Trees.
Recurrence Relation:- Methods for solving Recurrence(Substitution, Recursion Tree , Master Theorem).

UNIT – II: Advanced Design Techniques

Dynamic Programming:- Elements, Matrix-chain multiplication, longest common subsequence.
Greedy Algorithms:- Elements, Activity Selection problem, Huffman codes, Task scheduling problem, Knapsack Problem, .
Probabilistic analysis concepts, Hiring Problem and its probabilistic analysis.

UNIT – III: Graph Algorithms

Review of Graph Algorithms:- Traversal methods(Depth first and Breadth first search), Topological sort, Strongly connected components, Minimum Spanning Trees- Kruskal and Prims, Single Source shortest path, Relaxation, Dijkstra's Algorithm, Bellman-Ford Algorithm, Single source shortest path for directed acylic graphs, All pair shortest path- Floyd Warshall Algorithm.

UNIT – IV: String Matching Algorithms

The Naïve string-matching algorithm, Rabin-Karp Algorithm, String matching with finite automata, Knuth-Morris-Pratt Algorithm.

Suggested Books:

1. L.K. Vermani, S. Vermani, An Elementary Approach to Design and Analysis of Algorithms, World Scientific, 2019
2. Cormen, Leiserson and Rivest : Introduction to Algorithms, 3/e, PHI
3. Harsh Bhaisn, Algorithms: Design And Analysis Oxford University Press,2015.
4. Aho, Hopcroft and Ullman : The Design and Analyses of Computer Algorithms. Addison Wesley.
5. R.B.Patel& M.M.S Rauthan, Expert Data Structures with C++, Khana Publications, Delhi , India, 2ndEdition 2004,ISBN : 87522-03-8.
6. Horowitz, Ellis and Sahni, Sartaj : Fundamentals of Computer Algorithms, Galgotia Publications

MC-904	ENERGY RESOURCES & MANAGEMENT						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**-**	**-**	**0**	**100**		**100**	**3**
Purpose	To make the students conversant with the basics concepts and conversion of various form of Energy						
COURSE OUTCOMES							
CO1	An overview about Energy Resources, Conventional and Non-conventional sources						
CO2	Understand the Layout and working of Conventional Power Plants						
CO3	Understand the Layout and working of Non-Conventional Power Plants						
CO4	To understand the Energy Management, Audit and tariffs, Role of Energy in Economic development and Energy Scenario in India						

UNIT-I

Introduction: Types of energy, Conversion of various forms of energy, Conventional and Non-conventional sources, Need for Non-Conventional Energy based power generation.

UNIT-II

Conventional Energy sources: Types of Conventional Energy sources, Selection of site**,** working of Thermal, Hydro, Nuclear and Diesel power plants and their schematic diagrams & their comparative advantages/ disadvantages.

UNIT-III

Non-Conventional Energy sources: Types of Non-Conventional Energy sources , Basic principle, site selection of Solar energy power plant, photovoltaic technologies, PV Systems and their components, Wind energy power plant , Bio energy plants ,Geothermal energy plants and Tidal energy plants.

UNIT-IV

Energy Management: General Principles of Energy Management, Energy Management Strategy, Modern trends and developments towards Computerizations of Power System.

Energy Audit: Need, Types, Methodology and Approach.

Energy Scenario: Lay out of power system, Role of Energy in Economic development, energy demand, availability and consumption, Indian energy scenario, long term energy scenario, energy sector reforms in India, energy strategy for the future.

References:

1. Energy Studies-Wiley Dream Tech India.
2. Non-conventional energy resources- Shobhnath Singh, Pearson.
3. Electrical Power Systems : Soni, Gupta, Bhatnagar – Dhanpat Rai & Sons
4. NEDCAP: Non Conventional Energy Guide Lines
5. Non conventional energy sources : G.D. Roy
6. Non Conventional energy resources :B H Khan - McGraw Hill
7. Applied Solar Energy : Meinel A B - Addison Wesley Publications
8. Direct Energy Conversion George: Sutton -McGraw

Bachelor of Technology (Computer Science & Engineering)										
Credit-Based Scheme of Studies/Examination										
Semester VI (w.e.f. session 2020-2021)										
S. No.	**Course Code**	**Subject**	**L:T:P**	**Hours /Week**	**Credits**	**Examination Schedule (Marks)**				**Duration of Exam (Hrs)**
						Major Test	**Minor Test**	**Practical**	**Total**	
1	PC-CS-302	Complier Design	3:0:0	3	3	75	25	0	100	3
2	PC-CS-304	Computer Networks	3:0:0	3	3	75	25	0	100	3
3	PEC	Elective-II	3:0:0	3	3	75	25	0	100	3
4	PEC	Elective-III	3:0:0	3	3	75	25	0	100	3
5	OEC	Open Elective-I	3:0:0	3	3	75	25	0	100	3
6	PROJ – CS-302	Project-1	0:0:6	6	3	0	40	60	100	3
7	PC-CS-306L	UNIX and Linux Programming Lab	0:0:4	4	2	0	40	60	100	3
8	PC-CS-308L	Computer Networks Lab	0:0:4	4	2	0	40	60	100	3
Total				**29**	**22**	**375**	**245**	**180**	**800**	

PEC Elective-II	**PEC Elective-III**
Advanced Computer Architecture: PE-CS-S302	Simulation & Modeling: PE-CS-S310
Distributed Systems: PE-CS-S304	Mobile Computing: PE-CS-S312
Fault Tolerant Computing: PE-CS-S306	Unix & Linux Programming: PE-CS-S314
Mobile Ad-hoc and Wireless Sensor Networks: PE-CS-S308	Real Time Systems: PE-CS-S316

OEC Open Elective-I
Soft Skills and Interpersonal Communication: OE-CS-302
Management Information System: OE-CS-304
Enterprise Resource Planning: OE-CS-306

Note: Students be encouraged to go to 6-8 weeks summer internships mandatory during the summer break after the completion of sixth semester exams.

The course of both PE & OE will be offered at 1/3rd strength or 20 students (whichever is smaller) of the section.

PC-CS-302	Complier Design						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**0**	**0**	**3**	**75**	**25**	**100**	**3 Hrs.**
Purpose	To introduce complier design concepts and their implementation						
Course Outcomes(CO)							
CO1	To understand the role and designing of a lexical analyzer.						
CO2	To analyze the role and designing of syntax analyzer or parser.						
CO3	To identify the role of semantic analyzer and intermediate code generation.						
CO4	To explore the design importance of optimization of codes and error detection						

UNIT I

Introduction to Language Processing System, Compiling Analysis of the Source Program, Phases of a Compiler, Compiler Construction Tools. Lexical Analysis –Regular Expression, Introduction to Finite Automata and Regular Expression, Conversion of Regular Expression to NFA, Role of Lexical Analyzer, Specification of Tokens.

UNIT II

Syntax Analysis: Role of the Parser, Abstract Syntax Trees, Ambiguity in Context-Free Grammars, Types of Parsing:- Top Down Parsing, Recursive Descent Parsing, LL Parser, Back Tracking, Bottom Up Parsing, SLR Parser, Canonical LR Parser, LALR Parser.

UNIT III

Semantic Analysis : Semantic Errors, Attribute Grammar, Synthesized attributes, Static Allocation, Stack Allocation, Heap Allocation, Activation Trees, Symbol Table, Intermediate Code Generation and Code Intermediate languages, Declarations, Assignment Statements, Boolean Expressions, Case Statements, DAG representation of Basic Blocks, A simple Code generator from DAG, Issues in the Design of Code Generator .

UNIT 1V

Code Optimization and Run Time Environments, Principal Sources of Optimization, Machine-independent Optimization, Machine-dependent Optimization, Optimization of Basic Blocks, Loop Optimization , Peephole Optimization, Introduction to Global Data Flow Analysis, Storage Organization, Static Storage Management, Heap Storage management, Parameter Passing. Error Recovery, Panic mode, Statement mode, Global correction.

Suggested Book :

1. Alfred Aho, Ravi Sethi, Jeffrey D Ullman, “Compilers Principles, Techniques and Tools”, Pearson Education Asia, 2018.
2. Allen I. Holub “Compiler Design in C”, Prentice Hall of India, 2003.
3. C. N. Fischer and R. J. LeBlanc, “Crafting a compiler with C”, Benjamin Cummings, 2003.
4. V Raghavan , “ Principles of Compiler Design”, Second Edition, Tata McGraw-Hill, 2018.
5. Henk Alblas and Albert Nymeyer, “Practice and Principles of Compiler Building with C”, PHI, 2001.
6. Kenneth C. Louden, “Compiler Construction: Principles and Practice”, Thompson Learning, 2003

PC-CS-304	Computer Networks						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**0**	**0**	**3**	**75**	**25**	**100**	**3 Hrs.**
Purpose	To introduce the architecture and layers of computer network, protocols used at different Layers.						
Course Outcomes(CO)							
CO1	To understand the basic concept of networking, types, networking topologies and layered architecture.						
CO2	To understand data link layer and MAC sub-layer`						
CO3	To understand the network Layer functioning						
CO4	To understand the transport layer and application layer operation						

Unit -I

Introduction to Computer Networks : Data Communication System and its components, Data Flow, Computer network and its goals, Types of computer networks: LAN, MAN, WAN, Wireless and Wired networks, broadcast and point-to-point networks, Network topologies, protocols, interfaces and services, ISO- OSI reference model, TCP/IP architecture.

Physical Layer: Concept of Analog & Digital Signal, Bandwidth, Transmission Impairments: Attenuation, Distortion, Noise, Multiplexing : Frequency Division, Time Division, Wavelength Division, Transmission Media : Twisted pair, Coaxial cable, Fiber optics, Wireless transmission (radio, microwave, infrared), Switching: Circuit Switching, Message Switching ,Packet Switching & comparisons, narrowband ISDN, broadband ISDN.

Unit -II

Data link layer: Error Control, Types of errors, framing(character and bit stuffing), error detection & correction methods; Flow control; Protocols: Stop & wait ARQ, Go-Back- N ARQ, sliding window protocols, Selective repeat ARQ, HDLC;

Medium access sub layer: Point to point protocol, FDDI, token bus, token ring; Reservation, polling, Multiple access protocols: Pure ALOHA, Slotted ALOHA, CSMA, CSMA/CD, FDMA, TDMA, CDMA, LLC, Traditional Ethernet, fast Ethernet, Network devices-repeaters, hubs, switches, Bridges, Router, Gateway .

Unit-III

Network layer: Addressing : Internet address, sub-netting; Routing techniques, static vs. dynamic routing , routing table, DHCP, IEEE standards 802.x, Routing algorithms: shortest path algorithm, flooding, distance vector routing, link state routing; Protocols: ARP, RARP, IP, ICMP, IGMP, IPV6; Unicast and multicast routing protocols, ATM.

Unit-IV

Transport layer: Process to process delivery; UDP; TCP, RPC, Congestion control algorithm: Leaky bucket algorithm, Token bucket algorithm, choke packets; Quality of service: techniques to improve QoS.

Application layer: DNS; SMTP, SNMP, FTP, HTTP & WWW; Firewalls, Bluetooth, Email, S/MIME, IMAP,

Network Security: Cryptography, user authentication, security protocols in internet, public key encryption algorithm, digital signatures

Suggested Books:

1. Behrouz A. Forouzan, “Data communication and Networking”, Tata McGraw Hill, Fourth Edition, 2011.
2. Computer Networks, 4th Edition, Pearson Education by Andrew S. Tanenbaum
1. Larry L.Peterson, Peter S. Davie, “Computer Networks”, Elsevier, Fifth Edition, 2012.
2. William Stallings, “Data and Computer Communication”, Eighth Edition,Pearson Education, 2007.
3. James F. Kurose, Keith W. Ross, “Computer Networking: A Top–Down Approach Featuring the Internet”, Pearson Education, 2005.

PC-CS-306L	UNIX and Linux Programming Lab						
Lecture	**Tutorial**	**Practical**	**Credit**	**Minor Test**	**Practical**	**Total**	**Time**
0	**0**	**4**	**3.0**	**40**	**60**	**100**	**3 Hrs.**
Purpose	Experimental knowledge of programming skills with expertisation on Unix/Linux platform						
Course Outcomes(CO)							
CO1	Learning of simple and advanced commands of Unix /Linux operating systems.						
CO2	Develop shell programming using Bash or any other shell scripts.						
CO3	Develop advanced shell programming skills.						
CO4	Analyzing & evaluation of performance of various c language based programs with the help of Make file & debug utilities.						
CO5	Creation of user accounts, Learning of package installation, backup and shutdown process on Unix /Linux operating systems.						

List of Practical

1. Familiarize with Unix/Linux Log In/Log Out and various other commands & vi editor.
2. Develop simple shell programs using Bash or any other shell in Linux.
3. Develop advanced shell programs using grep, fgrep & egrep.
4. Compile and debug various C language based programs using 'makefile' & 'debug' utility.
5. Learning of installation of dual operating systems with Linux having previously installed other window based operating system. Both OSs should be in working operating mode.
6. As Supervisor create and maintain user accounts, learn package installation, taking backups, creation of scripts for file and user management, creation of startup and shutdown scripts using at, batch, cron etc.

NOTE : At least 8 to 12 more programs exercises based on Unix/Linux plateform are to be assigned by the concerned teacher.

PC-CS-308L	Computer Networks Lab						
Lecture	**Tutorial**	**Practical**	**Credit**	**Minor Test**	**Practical**	**Total**	**Time**
0	**0**	**4**	**2**	**40**	**60**	**100**	**3 Hour**
Purpose	**To explore networking concepts using Java programming & networking tools.**						
Course Outcomes (CO)							
CO1	Do Problem Solving using algorithms.						
CO2	Design and test simple programs to implement networking concepts using Java.						
CO3	Document artifacts using applied addressing & quality standards.						
CO4	Design simple data transmission using networking concepts and implement.						

COMPUTER NETWORKS LAB

1. Create a socket for HTTP for web page upload and download.
2. Write a code simulating ARP /RARP protocols.
3. Study of TCP/UDP performance.
4. Performance comparison of MAC protocols
5. Performance comparison of routing protocols.
6. Write a program:
    a. To implement echo server and client in java using TCP sockets.
    b. To implement date server and client in java using TCP sockets.
    c. To implement a chat server and client in java using TCP sockets.
7. Write a program:
    a. To implement echo server and client in java using UDP sockets
    b. To implement a chat server and client in java using UDP sockets.
    c. To implement a DNS server and client in java using UDP sockets.
8. To flood the server from a spoofed source address leading to a DoS attack.
9. To sniff and parse packets that pass through using raw sockets.
10. To implement simple calculator and invoke arithmetic operations from a remote client.
11. To implement bubble sort and sort data using a remote client.
12. To simulate a sliding window protocol that uses Go Back N ARQ.

PE-CS-S302	Advanced Computer Architecture						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**0**	**0**	**3**	**75**	**25**	**100**	**3 Hrs.**
Purpose	To enable students to learn various computational models, design paradigms of advanced computer architecture, parallelism approaches and techniques for static and dynamic interconnections.						
Course Outcomes (CO)							
CO1	Classify and interpret various paradigms, models and micro-architectural design of advanced computer architecture as well as identify the parallel processing types and levels for achieving optimum scheduling.						
CO2	Identify the roles of VLIW & superscalar processors and branch handling techniques for performance improvement.						
CO3	Analyze and interpret the basic usage of various MIMD architectures and relative importance of various types of static and dynamic connection networks for realizing efficient networks.						
CO4	Examine the various types of processors and memory hierarchy levels and cache coherence problem including software and hardware based protocols to achieve better speed and uniformity.						

Unit-I

Computational Model: Basic computational models, evolution and interpretation of computer architecture, concept of computer architecture as a multilevel hierarchical framework, classification of parallel architectures, Relationships between programming languages and parallel architectures.

Parallel Processing: Types and levels of parallelism, Instruction Level Parallel (ILP) processors, dependencies between instructions, principle and general structure of pipelines, performance measures of pipeline, pipelined processing of integer, Boolean, load and store instructions, VLIW architecture, Code Scheduling for ILP Processors - Basic block scheduling, loop scheduling, global scheduling.

Unit-II

Superscalar Processors: Emergence of superscalar processors, Tasks of superscalar processing – parallel decoding, superscalar instruction issue, shelving, register renaming, parallel execution, preserving sequential consistency of instruction execution and exception processing, comparison of VLIW & superscalar processors.

Branch Handling: Branch problem, Approaches to branch handling – delayed branching, branch detection and prediction schemes, branch penalties, multiway branches, guarded execution.

Unit-III

MIMD Architectures: Concepts of distributed and shared memory MIMD architectures, UMA, NUMA, CCNUMA & COMA models, problems of scalable computers.

Static connection networks: Linear array, ring, chordal ring, barrel shifter, star, tree, mesh and torus, fat Tree, systolic array, barrel shifter, hypercubes and Cube connected cycles.

Dynamic interconnection networks: single shared buses, comparison of bandwidths of locked, pended & split transaction buses, arbiter logics, crossbar networks, multistage networks, omega networks, butterfly.

UNIT – IV

Processors and Memory Hierarchy: Advanced processor technology, memory hierarchy technology and virtual memory technology. Cache Coherence and Synchronization Mechanisms: Cache coherence problems, hardware based protocols – snoopy cache protocols, directory schemes, hierarchical cache coherence protocols, software based protocols.

Suggested Books

1. D.Sima, T.Fountain, P.Kasuk, Advanced Computer Architecture-A Design Space Approach, Pearson Education.
2. Kai Hwang and Naresh Jotwani, Advanced Computer Architecture-Parallelism, Scalability, Programmability, McGraw Hill.
3. M.J. Quinn, Parallel Computing: Theory and Practice, Second Edition, McGraw Hill.
4. J. L. Hennessy and D. A. Patterson, Computer Architecture: A Quantitative approach, Morgan Kaufmann/Elsevier.
5. T.G.Lewis and H. EI-Rewini, Introduction to parallel computing, Prentice Hall.
6 Nicholas Carter, Computer Architecture, McGraw Hill.

PE-CS-S304	Distributed Systems						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**0**	**0**	**3**	**75**	**25**	**100**	**3 Hrs.**
Purpose	To impart knowledge of distributed systems and process management in distributed systems using various techniques.						
Course Outcomes(CO)							
CO1	Understand foundations of Distributed Systems.						
CO2	Introduce the idea of peer to peer services and file system.						
CO3	Understand in detail the system level and support required for distributed system and able to apply remote method invocation and objects.						
CO4	The student should be able to design process and resource management systems.						

UNIT: I INTRODUCTION

Examples of Distributed Systems–Trends in Distributed Systems – Focus on resource sharing – Challenges. Case study: World Wide Web.

UNIT II: COMMUNICATION IN DISTRIBUTED SYSTEM

System Model – Inter process Communication – the API for internet protocols – External data representation and Multicast communication. Network virtualization: Overlay networks. Case study: MPI Remote Method Invocation and Objects: Remote Invocation – Introduction – Request-reply protocols – Remote procedure call – Remote method invocation. Case study: Java RMI – Group communication – Publish-subscribe systems – Message queues – Shared memory approaches – Distributed objects – Case study: Enterprise Java Beans -from objects to components.

UNIT III: PEER TO PEER SERVICES AND FILE SYSTEM

Peer-to-peer Systems – Introduction – Napster and its legacy – Peer-to-peer – Middleware – Routing overlays. Overlay case studies: Pastry, Tapestry- Distributed File Systems –Introduction – File service architecture – Andrew File system. File System: Features-File model -File accessing models – File sharing semantics Naming: Identifiers, Addresses, Name Resolution – Name Space Implementation – Name Caches – LDAP.

UNIT IV: SYNCHRONIZATION, REPLICATION AND PROCESS MANAGEMENT

Introduction – Clocks, events and process states – Synchronizing physical clocks- Logical time and logical clocks – Global states – Coordination and Agreement – Introduction – Distributed mutual exclusion – Elections – Transactions and Concurrency Control– Transactions -Nested transactions – Locks – Optimistic concurrency control – Timestamp ordering – Atomic Commit protocols -Distributed deadlocks – Replication – Case study – Coda.

Process Management: Process Migration: Features, Mechanism – Threads: Models, Issues, Implementation. Resource Management: Introduction- Features of Scheduling Algorithms –Task Assignment Approach – Load Balancing Approach – Load Sharing Approach.

BOOKS:

1. George Coulouris, Jean Dollimore and Tim Kindberg, “Distributed Systems Concepts and Design”, Fifth Edition, Pearson Education, 2012.
   Pradeep K Sinha, “Distributed Operating Systems: Concepts and Design”, Prentice Hall of India, 2007.
2. Tanenbaum A.S., Van Steen M., “Distributed Systems: Principles and Paradigms”, Pearson Education, 2007.
3. Liu M.L., “Distributed Computing, Principles and Applications”, Pearson Education, 2004.
4. Nancy A Lynch, “Distributed Algorithms”, Morgan Kaufman Publishers, USA, 2003.

PE-CS-S306	Fault Tolerant Computing						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**0**	**0**	**3**	**75**	**25**	**100**	**3 Hrs.**
Purpose	To learn and implement fault tolerant computing						
Course Outcomes(CO)							
CO1	To Understand the importance of fault tolerance and reliability						
CO2	To learn the design and testing techniques of fault tolerant system						
CO3	To recognize the fault tolerance in real time and distributed systems.						
CO4	To analyze dependability evaluation techniques						

UNIT I

Introduction to Fault Tolerant Computing, Dependability concepts: dependable system, techniques for achieving dependability, dependability measures, fault, error, failure, faults and their manifestation, classification of faults and failures.

Fault tolerant strategies: Fault detection, masking, containment, location, reconfiguration, and recovery.

UNIT II

Fault tolerant design techniques: Hardware redundancy, software redundancy, time redundancy, and information redundancy.

Testing and Design for Testability. Self-checking and fail-safe circuits.

UNIT III

Information Redundancy : coding techniques, error detection and correction codes, burst error detection and correction, unidirectional codes..

Fault tolerance in distributed systems: Byzantine General problem, consensus protocols, check pointing and recovery, stable storage and RAID architectures, and data replication and resiliency.

UNIT 1V

Dependability evaluation techniques and tools: Fault trees, Markov chains.

Analysis of fault tolerant hardware and software architectures.

System-level fault tolerance and low overhead high-availability technique

Fault tolerance in real-time systems: Time-space tradeoff, fault tolerant scheduling algorithms.

Suggested Books:

1. Fault Tolerant Computer System design by D. K. Pradhan, Prentice Hall.
2. Reliable Computer Systems: Design and Evaluation by D. P. Siewiorek and R. S. Swarz, Digital Press.
3. Design and Analysis of Fault Tolerant Digital Systems by B.W. Johnson, Addison Wesley
4. Fault Tolerance in Distributed Systems, Pankaj Jalote, PTR Printice Hall.

PE-CS-S308	Mobile Ad-hoc and Wireless Sensor Networks						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**0**	**0**	**3**	**75**	**25**	**100**	**3 Hrs.**
Program Objective (PO)	To enable students to describe and deal with computer communication and networking, various reference models and architectures along with implemented wireless communication techniques and various security and privacy parameters are also studied.						
Course Outcomes (CO)							
After completion of course students will be able to							
CO1	Classify traditional networks and discuss various wireless networking standards, compare and contrast various IEEE wireless LAN and Ethernet standards.						
CO2	Describe cellular architecture and IPv4 and IPv6 header formats has to be discussed along with mobile IP.						
CO3	Recently deployed high performance computing standards, VPN, routing protocols as to be gone through.						
CO4	Various security and privacy standards/tools to be described.						

Unit I

Introduction to Mobile Ad hoc Networks (MANET) – Mobility Management, Characteristics and Attributes related to MANETs, Modeling distributed applications for MANET, MAC mechanisms and protocols.

Unit II

MANET Routing Protocols: Ad hoc network routing protocols, destination sequenced distance vector algorithm, cluster based gateway switch routing, global state routing, fish-eye state routing, dynamic source routing, ad hoc on-demand routing, OLSR & TORA routing, location aided routing, zonal routing algorithm.

Unit III

Ad-Hoc Network Security: Link layer, Network layer, Trust and key management. Self policing MANET – Node Misbehaviour, secure routing, reputation systems.
Wireless Sensor Networks (WSN) : Design Issues, Clustering, Applications of WSN.

Unit IV

MAC layer and Routing Protocols in WSN
Data Management: Retrieval Techniques in WSN, Sensor databases, distributed query processing, Data dissemination and aggregation schemes, Operating Systems for WSN, Security issues in WSN.

Suggested Books:

1 C. Siva Ram Murthy & B.S. Manoj, Mobile Ad hoc Networks – Architectures & Protocols, Pearson Education, New Delhi, 2004
2 C M Cordeiro& D.P. Agrawal, Adhoc & Sensor Networks – Theory and Applications, ISBN 981256-682-1, World Scientific Singapore, 2006
3 C. S. Raghvendra, Wireless Sensor Networks, Springer-Verlag, 2006.

PE-CS-S310	Simulation and Modeling						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**0**	**0**	**3**	**75**	**25**	**100**	**3 Hour**
PO	To introduce the principles and paradigms of Computer Modeling and Simulation for solving a wide variety of problems. And how to use simulator to simulate the live systems.						
Course Outcomes (CO)							
CO 1	To introduce the basic concepts of System, System Modeling, types of Models, simulation and need of simulation.						
CO 2	To introduce the simulation of continuous and discrete systems with the help of different examples.						
CO 3	To introduce the concept of generation of uniformly and non-uniformly distributed random numbers.						
CO 4	To introduce the concept of simulation of live systems and PERT.						
CO5	To introduce the concept of simulation of inventory control systems and simulation languages.						

Unit-I

Modeling: System Concepts, continuous and discrete systems, system boundaries, system modeling, types of Models, model validation, Principles & Nature of Computer modeling.

Simulation: Introduction, Basic nature of simulation, When to simulate, Pros and cons of simulation, concepts of simulation of continuous and discrete system with the help of example.

Unit-II

Continuous System Simulation: Analog vs. digital simulation, continuous simulation vs. numerical integration, simulation of a chemical reactor, simulation of a water reservoir system.

Discrete system simulation: Fixed time-step vs. event-to-event model, Monte-Carlo computation vs. stochastic simulation, generation of random numbers, generation of non-uniformly distributed random numbers.

Unit -III

Simulation of the Live systems: Simulation of queuing Systems: basic concepts of queuing theory, simulation of single server, two server and more general queuing system.

Simulation of PERT network: Network model of a project, analysis of an activity network, critical path computation, uncertainties in activity durations, simulation of an activity network.

Unit-IV

Simulation of inventory control systems: Elements of inventory theory, inventory models, generation of Poisson and Erlang variates, simulator for complex inventory systems,

Variance reduction techniques and validation.

Simulation Languages: Continuous and discrete simulation languages, factors in selection of a discrete system simulation languages.

Suggested Books:

1. Gordon G.: System simulation, Prentice-Hall of India Pvt. Ltd. New Delhi 1993
2. Narsingh Deo: System Simulation with Digital Computer, PHI New Delhi, 1993
3. Neelankavil Frances: Computer Simulation and Modelling, John Wiley & Sons, NewYork, 1987.
4. Payne, James A.: Introduction to simulation: Programming Techniques and Methods of Analysis, McGraw-Hill International Editions, Computer Science services, New York (1998).

PE-CS-S312	Mobile Computing						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**0**	**0**	**3**	**75**	**25**	**100**	**3 Hrs.**
Purpose	To impart knowledge of mobile and wireless computing systems and techniques.						
Course Outcomes(CO)							
CO1	Describe the concepts of mobile computing and cellular networks.						
CO2	Learn the basic concepts of wireless networks.						
CO3	Study of various issues of mobile computing and basics of cloud computing.						
CO4	Description and applications of Ad hoc networks.						

UNIT – I

Introduction, Issues in mobile computing, Overview of wireless telephony: cellular concept- Cell, Co-Channel Interference, Frequency reuse, HLR-VLR, handoffs, channel allocation in Cellular systems, Mobile computing Architecture, Design considerations for mobile computing, Mobile Computing through Internet, Making existing applications mobile enabled, 3G, 4G.

UNIT – II

Wireless Networking, Wireless LAN Overview: MAC issues, IEEE 802.11, Bluetooth, Wireless multiple access protocols, TCP over wireless, Wireless applications, data broadcasting, Mobile IP, WAP : Architecture, Traditional TCP, Classical TCP, improvements in WAP, WAP applications.

UNIT – III

Data management issues, data replication for mobile computers, adaptive clustering for mobile wireless networks, File system, Disconnected operations Mobile Agents computing, security and fault tolerance, transaction processing in mobile computing environment.

Cloud Architecture model, Types of Clouds: Public Private & Hybrid Clouds, Resource management and scheduling, Clustering, Data Processing in Cloud: Introduction to Map Reduce for Simplified data processing on Large clusters.

UNIT – IV

Ad hoc networks, Manet's & its Applications, Routing & Routing protocols- Global state routing (GSR), Destination sequenced distance vector routing (DSDV), Dynamic source routing (DSR), Ad Hoc on demand distance vector routing (AODV), Temporary ordered routing algorithm (TORA), Fish eye routing protocol, QoS in Ad Hoc Networks.

Suggested Books:

1. Rajkamal, Mobile Computing, 2/E Oxford University Press,2011.
2. J. Schiller, Mobile Communications, Addison Wesley
3. Yi Bing Lin, Wireless and Mobile Networks Architecture , John Wiley.
4. M. V. D. Heijden, M. Taylor, Understanding WAP, Artech House.
5. Charles Perkins, Mobile IP, Addison Wesley.
6. Charles Perkins, Ad hoc Networks, Addison Wesley.
7. Judith Hurwitz, Robin Bllor, Marcia Kaufmann, Fern Halper, Cloud Computing for Dummies, 2009.

PE-CS-S314	UNIX and Linux Programming						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**0**	**0**	**3**	**75**	**25**	**100**	**3 Hrs.**
Purpose	Expertisation in computational programming skills on Unix/Linux Environment.						
Course Outcomes(CO)							
CO1	Learning of simple & advanced commands with features and characteristics of Unix /Linux Systems.						
CO2	Exploring knowledge of programming development skills using Shell, Filters, editors and other utilities.						
CO3	Analyzing the programming behaviour based on programming development/management on Unix /Linux Systems.						
CO4	Developing creativity as system administrative with networking expertisation in Unix /Linux Systems.						

UNIT I : Unix/Linux Commands with Usages

History of Unix, Structure of Unix System & its environment, Unix/Linux Startup, User accounts, accessing Linux – starting and shutting processes, Logging in and Logging out, various types of Unix Commands, zip, unzip, compress, uncompress, pack, unpack, various types of shells, shell programming, Unix file system, Mounting & Unmounting File System, Linux/Unix files, i-nodes, files system related commands, shell as command processor, shell variables, scripting, Unix architecture, Handling ordinary files, General purpose utilities and advanced Unix Commands.

UNIT II : Filters and File Compression

Regular Expression and Filters : Introducing regular expression patterns, syntax, character classes, Quantifiers, Bourne Shell Programming, shell scripting, grep : searching pattern, egrep : searching extended regular expression, Editors in Unix/Linux : Stream Editor, Visual Editor, Emac Editor, programming with AWK and PERL, File compression techniques, delta compression, parallel compression with Xdelta utility, data similarities elimination for data reduction.

UNIT III : Program Development Tools

The C Environment : C language programming in Unix/Linux using vi editor & C compiler, various modes of vi editor, C compiler options, C Shell operators, C Shell Script & programming, Program Development Tools, MakeFile Utility for keeping program up-to-date & its use for dependency calculations, dynamic linking and loading of libraries modules, static and shared libraries, dynamic loader, debugging tools like gdb for handling errors, Memory management and managing large projects in Unix programming environment.

UNIT IV : System Administration and Networking

Processes in Linux : Processes, starting and stopping processes, initialization of processes, rc and init files, job control – at, batch, cron, time, network files, security, authentication, password administration, signals handlers, threading, Linux I/O system, Networking tools : Ping, Telnet, FTP, Router, Firewalls, Backup and Restore tar, cpio, dd utility, mail command, Unix Network Security.

Case Study : LINUX Operating System as open source free software.

Suggested Books :

1. Sumitbha Das : Unix – Concept and Applications, Fourth Edition TMH, 2015
2. B.M Harwani, Unix and Shell Programming, Oxford University Press, 2013
3. Neil Matthew, Richard Stones : Beginning Linux Programming, 4th. Edition, Wrox-Shroff, 2011.
4. Welsh & Kaufmann : Running Linux, O' Reiley & Associates, 2013.

PE-CS-S316	Real Time Systems						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**0**	**0**	**3**	**75**	**25**	**100**	**3 Hrs.**
Purpose	Purpose Student will be able to understand the basic concepts of Real time systems and structure, performance measures, real time databases and understand the real time operating systems.						
Course Outcomes (CO)							
CO1	To introduce the real time systems and performance measures for real time systems.						
CO2	To understand the scheduling algorithms for real time systems.						
CO3	To analyze real time system databases and memory management.						
CO4	To familiarize the real time operating systems and system integration tools.						

Unit I

Definition, Issues in Real time computing, structure of a real time system.

Task classes and timing parameters, common myths about real time systems, characteristics and applications of Real time systems.

Performance measures for real time systems: Traditional performance measurement, Performability, cost functions and hard deadlines.

Unit-II

Task Assignment and scheduling: Introduction, various types of scheduling algorithms: Cyclic, deterministic, capacity based Dynamic priority, Value function. Scheduling Real time tasks in multiprocessors, fault tolerant scheduling.

Unit-III

Real time memory management: Process Stack management, dynamic allocation, static system.

Real time databases: Introduction, Real time databases and general purpose databases, Main memory databases, concurrency control issues, databases for hard real time systems.

Unit-IV

Real time Operating system : Introduction, features, UNIX and windows NT as RTOS, Comparison of UNIX and Windows NT as RTOS.

Hardware software Integration: Goals of real time system integration tools, methodology.

Suggested books:

1. Real Time Systems: Liu; Pearson Education
2. Real Time Systems: satinder Bal Gupta & Yudhvir Singh; University Science Press
3. Real Time Systems Design and analysis: An Engineer's Handbook Philp A. Laplante,2nd Edition, PHI

OE-CS-302	Soft Skills & Interpersonal Communication						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**0**	**0**	**3**	**75**	**25**	**100**	**3Hrs.**
	Course Outcomes (CO)						
CO1	Develop basic understanding of Communication.						
CO2	Understand the process of communication and speaking.						
CO3	Develop the Personality concepts and its implementation.						
CO4	Develop the basic of group Discussion and interview.						

UNIT-I

Communication: Introduction Verbal, Types of communication, extra personal communication, inter personal communication, intrapersonal communication, mass communication, Creativity in communication, Role of communication, flow of Communications and its need, Speaking Skills, Main features of speaking skills.

UNIT-II

Barriers in the way of communication, noise, inter personal barriers, intrapersonal barriers, organizational barriers, Extra personal barriers, **Basics of communication:** importance of communication, process of communication, objectives and characteristics of communication.

UNIT-III

Personality Development, what is personality? Role of personality, Heredity, Environment, situation, Basics of personality, **Soft skills:** Need and training. Activity in soft skills, **Organizational skill:** introduction and its need, basics principles for organization skills.

UNIT-IV

Group discussion: Group discussion**,** form of group discussion, strategy for group discussion, discussing problem and solution, Oral presentation, introduction, planning, Occasion, purpose, Modes of delivery, **Resume making:** Purpose of Resume, Resume design and structure, contents in Resume, types of Resume, job interview, introduction, objective of Interview, types of interview, stages of interview, Face to face interview and campus interview.

Suggested Books:

1. Technical Communication Principles and Practice by Meenakshi Raman and Sangeeta Sharma by Oxford Publication.
2. Personality Development and soft skills by Barun K. Mitra ,Oxford Publication.
3. Communication Skills For Engineers by C. Muralikrishna and Sunita Mishra , Pearson Pub.

OE-CS-304	Management Information System						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**0**	**0**	**3**	**75**	**25**	**100**	**3 Hour**
Purpose	**To familiarize the students with Management Information System.**						
	Course Outcomes						
CO1	Understand and articulate fundamental concepts of information technology management.						
CO2	Assess and apply IT to solve common business problems.						
CO3	Suggest and defend effective solutions to business problems, and design a database application to solve a business problem.						
CO4	Discuss the ethical aspects of information technology use in the organization and its governance issues.						

UNIT I

Introduction: Definition information system, role and impact of MIS, The challenges of Information system, Nature of

MIS, Characteristics of MIS, Myths regarding MIS, Requirements of MIS, Problems & Solutions in implementing MIS, Benefits of MIS, Limitations of MIS, Significance of MIS, Components of MIS. Role of MIS, Major Management challenge to building and using information system in Organization, functions of management.

UNIT II

Information system and Organizations: The relationship between Organization and Information System, Information needs of different organization levels: Information concept as quality product, classification and value of information, methods of data and information collection. Strategic role of information system, Salient features of Organization, Information, management and decision making, How Organization affect Information Systems, How Information system affect Organization, Ethical and Social impact of information system.

UNIT III

Business application of Information System: Foundation Concepts Information systems in Business: Information system and technology, Business Applications, Development and Management. The internetworked E-business Enterprise: Internet, and Extranet in business. Electronic Commerce System: Electronics commerce Fundamentals, Commerce Application and issues. E-business Decision Support: Decision support in E-Business, Artificial Intelligence Technologies in business.

UNIT IV

Technical Foundation of Information System: Computers and information processing, Computer Hardware, Computer software, Managing data resources, Telecommunication, Enterprise: wide computing and networking.

Strategic and Managerial Implications of Information Systems: Strategic Information System: Introduction, Characteristics of Strategic Information Systems, Strategic Information Systems (SISP), Strategies for developing an SIS, Potential Barriers to developing a Strategic Information System (SIS), Decision Support System (DSS): Decision making concepts, methods, tools and procedures. Managing Information Resources: Introduction, IRM, Principal of Managing Information Resources, IRM functions, Computer Security: Introduction, Computer Security, Types of Computer Security, Disaster Recovery Plan.

Suggested Books:

1. W.S . Jawadakar, “Management Information System”, McGraw Hill J. O. Brien, “ Management Information System”, TMH, New Delhi
2. Uma G . Gupta, “Management Information System” Fifth Edition TMH.
3. Kenneth C. Laudon, “Management Information System Organisation and Technology” TMH.

OE-CS-306	Enterprise Resource Planning						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**0**	**0**	**3**	**75**	**25**	**100**	**3 Hrs.**
Purpose	Classify different processes of the organization and relationship among all processes and examine systematically the planning mechanisms in an enterprise, and identify all components in an ERP system and the relationships among the components.						
Course Outcomes (CO)							
CO1	With the basic concepts of ERP systems for manufacturing or service companies, and the differences among MRP, MRP II, and ERP systems						
CO2	Apply the principles of ERP systems, their major components, and the relationships among these components						
CO3	With the knowledge of typical ERP systems, and the advantages and limitations of implementing ERP systems						
CO4	To comprehend the technical aspects of ERP systems						

Unit I

Introduction to Enterprise Resource Planning

Introduction of the term Business Process Reengineering(BPR) ,BPR Methodology, Current BPR Tools ,Introduction to material requirement planning (MRP), Definition of Enterprise Resource Planning (ERP); Evolution of ERP; Characteristics, Features, Components and needs of ERP; ERP Vendors; Benefits & Limitations of ERP Packages.

Unit II

Enterprise Modelling and Integration of ERP

Need to focus on Enterprise Integration/ERP; Information mapping; Role of common shared Enterprise database; System Integration, Logical vs. Physical System. Integration, Benefits & limitations of System Integration, ERP's Role in Logical and Physical Integration

Unit III

ERP Architecture and Implementation Methodology of ERP

Generic Model of ERP system; Core Modules functionality; Types of ERP architecture, Client Server Architecture, Web-based Architecture, Service Oriented. Architecture (SOA) ; Difficulty in selecting ERP, Approach to ERP selection, Request for Proposal approach, Proof-of-Concept approach; General Implementation. Methodology of ERP, Vanilla Implementation; Evaluation Criteria of ERP packages; Project Implementation Team Structure

Unit IV

Introduction to SAP , Oracle APPS

SAP, Integrated SAP Model, SAP Architecture, SAP R/3 System & mySAP, SAP Modules; Oracle Apps, Oracle AIM Methodology, Oracle Fusion Modules; ERP for Supply Chain Management and Customer Relationship Management : Supply Chain Management and ERP, Definition of Supply Chain Management (SCM); Supply Chain Council's SCOR Model; Stevens Model of Supply Chain Management; Aims of SCM; SCM Key Drivers; Collaborative Design & Product Development; Benefits of SCM; ERP Vs SCM; Key SCM Vendors Customer Relationship Management and ERP,

Suggested books

- Enterprise Systems for Management, Luvai F. Motiwalla, Jeff Thompson, Pearson Education., 2nd Ed., 2011. ISBN-10: 0132145766 | ISBN-13: 978-0132145763
- Enterprise Resource Planning, Ravi Shankar, S.Jaiswal, Galgotia Publication Pvt. Ltd., 1st Ed., 1999. ISBN 81-203-0417-9
- CRM at the speed of Light : Social CRM strategies, tools and techniques for engaging your customers : 4th edition by Paul Greenberg , McGraw Hill ,2009
- Supply Chain Management Casebook : The Comprehensive Coverage and Best Practices in SCM , by Chuck Munson , Pearson FT Press 2013, ISBN-13: 978-0-13-336723-2

Bachelor of Technology (Electronics & Communication Engineering) (Credit Based)
KURUKSHETRA UNIVERSITY KURUKSHETRA
Scheme of Studies/Examination

Semester V (w.e.f. session 2020-2021)

S.No.	Course No.	Subject	L:T:P	Hours/ Week	Credits	Examination Schedule (Marks)				Duration of Exam (Hrs.)
						Major Test	Minor Test	Practical	Total	
1	EC-301	Electromagnetic Waves	3:0:0	3	3	75	25	0	100	3
2	EC-303L	Electromagnetic Waves Lab	0:0:2	2	1	-	40	60	100	3
3	EC-305	Computer Organization & Architecture	3:0:0	3	3	75	25	0	100	3
4	EC-307	Information Theory and Coding	3:0:0	3	3	75	25	0	100	3
5	EC-309	Digital Signal Processing	3:0:0	3	3	75	25	0	100	3
6	EC-311L	Digital Signal Processing Lab	0:0:2	2	1	0	40	60	100	3
7	ECP*	Program Elective-I	3:0:0	3	3	75	25	0	100	3
8	ECO*	Open Elective-I	3:0:0	3	3	75	25	0	100	3
9	**EC-313	Industrial Training-II	2:0:0	2	-	-	*100	-	*100	3
10	***MC-903	Essence of Indian Traditional Knowledge	3:0:0	3	-	100	-	0	100	3
		Total		**27**	**20**	**550**	**230**	**120**	**900**	

*** The course of both Program Elective and Open Elective will be offered at 1/3rd strength or 20 students (whichever is smaller) of the section.**

**EC-313 is a mandatory credit-less course in which the students will be evaluated for the industrial training undergone after 4th semester and students will be required to get passing marks to qualify.

***MC-903 is a mandatory credit-less course in which the students will be required to get passing marks in the major test.

Bachelor of Technology (Electronics & Communication Engineering) (Credit Based)
KURUKSHETRA UNIVERSITY KURUKSHETRA
Scheme of Studies/Examination

LIST OF OPEN ELECTIVES (B.TECH. ECE)		
SEM	**CODE**	**SUBJECT**
V	ECO-1	Computer Networks
	ECO-2	Mechatronics
	ECO-3	Electronic Measurement and Instruments
	ECO-4	Renewable Energy Resources
MOOC1		

LIST OF PROGRAM ELECTIVES (B.TECH. ECE)		
SEM	**CODE**	**SUBJECT**
V	ECP-1	Probability Theory & Stochastic Processes
	ECP-2	Speech and Audio Processing
	ECP-3	Introduction to MEMS
	ECP-4	Power Electronics
	ECP-5	VLSI Technology

EC-301	Electromagnetic Waves							
Lecture	Tutorial	Practical	Credit	Major Test	Minor Test		Total	Time
3	0	0	3	75	25		100	3 Hrs.
Purpose	*To familiarize the students with the concepts of Electric field, Magnetic Field and relation between them so that students can develop understanding about the generation and propagation of electromagnetic waves.*							
CO1	*Students will be able to understand and apply the basic laws of Electrostatics for the generation and propagation of electric field in different media.*							
CO2	*Students will be able to understand and apply the basic laws of Magnetostatics for the generation and propagation of magnetic field in different media.*							
CO3	*Students will be able to understand and develop the relations between Electric field and Magnetic field.*							
CO4	*Students will be able to understand and analyze the propagation of wave in different media.*							

Unit-I

Electrostatic: Review of coordinate system and vectors: Cartesian, Cylindrical and Spherical coordinate systems. Review of vectors: Gradient, curl, and Divergence of vector. Review of integral calculus: Line integral, Surface integral and Volume integral. Coulomb's law. Electric Field Intensity, Electric Potential, Field of a Line Charge, Field of a Sheet of Charge, Electric Flux, Electric Flux Density, Gauss's Law and its applications, Boundary conditions for Electric Field. Method of Images, Poisson's and Laplace's Equations, Uniqueness Theorem.

Unit-II

Magnetostatics: Differential Current Element, Biot - Savart Law. Magnetic field of a linear conductor of infinite length. Magnetic field of a circular current carrying loop. Magnetic Vector potentials, Magnetic Circuit, Force on a moving charge in magnetic field, Force on a Current Carrying Conductor in Magnetic Field, Torque on a closed current carrying loop in magnetic field. Magnetic flux and Magnetic flux density. Ampere's Circuit law, Faraday's Law, Boundary Conditions for Magnetic field, Maxwell's Equations for Free space, Good Conductors & Lossy Dielectric for Static & Sinusoidal Time Variations Fields, Retarded potentials.

Unit-III

Uniform Plane Wave: Plane Waves & its properties, Uniform Plane waves, Wave Equation for Free Space and Conducting Medium, Propagation of Plane Waves in Lossy Dielectrics, Good Dielectrics & Good Conductors. Skin effect and Skin depth for different medium. The Poynting's Vector and Poynting theorem.

Unit-IV

Transmission Lines and Waveguides: Representation of transmission line. Reflection in Transmission Line. The Transmission Line Equations, Graphical methods for solving transmission line. Rectangular Waveguides: TE, TM, TEM waves in rectangular wave guide, Calculation of field in rectangular waveguide foe TE and TM mode. Cut-off & Guided frequency of waveguide.

REFERENCES:

1 Electromagnetic Waves and Radiating Systems, E.C. Jordan & K.G. Balmain, PHI.
2 Field and Waves Electromagnetics, David K. Chang, Addison Wesley.
3 Engineering Electromagnetics, W H Hayt JR., Tata McGraw Hill.
4. Principles of Electromagnetics, Matthew N. O. Sadiku and S. V. Kulkarni. Oxford.

EC-305	Computer Organization and Architecture							
Lecture (Hrs.)	Tutorial (Hrs.)	Practical (Hrs.)	Credit	Major Test	Minor Test	Practical	Total	Time
3	-	-	3	75	25	-	100	3 Hrs.
Course Outcomes At the end of this course students will demonstrate the ability to								
CO1	*To understand the concept of basics of computer hardware & software*							
CO2	*To understand the concept of control design & processor design*							
CO3	*To familiarize with the concept of various memory systems.*							
CO4	*To familiarize with the concept of system organisation.*							

UNIT-I

Basic Structure of Computer Hardware and Software: Introduction to basic computer architecture, register transfer, bus and memory transfers, arithmetic, logic and shift micro operations. Central Processing Unit: Introduction, general register organization, stack organization, instruction formats, addressing modes, data transfer and manipulation, program control, RISC, Macros and Subroutines.

UNIT-II

Control Design: Micro programmed control, control memory, address sequencing, micro program example, design of control unit, Hardwired Control: design methods, Multiplier Control Unit, CPU Control unit.

Processor Design: Decimal arithmetic unit –BCD adder, BCD subtraction, decimal arithmetic operations, Forms of Parallel processing classification of Parallel structures, Array Processors, Structure of general purpose Multiprocessors.

UNIT-III

Memory Organization:

Memory hierarchy, device characteristics, auxillary memory, associative memory, cache memory, virtual memory, memory management, hardware multiprocessor architectures and their characteristics, interconnection structures, Random access memories: semiconductor RAMS, Serial-access Memories – Memory organization, Main Memory Allocation.

UNIT-IV

System Organization:

Pipeline and Vector Processing: Parallel processing, pipelining, arithmetic pipeline, instruction pipeline, RISC pipeline, vector processing, array processors, Input-output Organization: Peripheral devices, input-output interface, asynchronous data transfer, modes of transfer, priority interrupt, DMA,

Text Books:

1. Morris Mano, “Computer System Architecture”, PHI.
2. J.F. Heys, “Computer Organization and Architecture”, TMH.

Reference Books:

1. J. Hennessy and D. Patterson, Computer Architecture A Quantitative Approach, 3rd Ed, Morgan Kaufmann, 2002.

EC-307	INFORMATION THEORY AND CODING					
Lecture (Hrs.)	Tutorial (Hrs.)	Practical (Hrs.)	Major Test	Minor Test	Total	Time
3	0	0	75	25	100	3 Hr.
Course Outcomes						
CO1	Acquire knowledge to understand the concept of information and entropy					
CO2	Ability to analyze and understand Shannon's theorem for coding					
CO3	Foster ability to identify basic errors Calculation of channel capacity					
CO4	To develop skills to apply coding techniques					

UNIT – I

Probability, random variables, Probability distribution functions and probability density functions, Expectation, moments, Random Processes, mean and Auto Correlation, Stationary and ergodicity, Information theory : the definition of information, the zero-memory information source, entropy for discrete ensembles; properties of entropy, Shannon's noiseless coding theorem; Encoding of discrete sources,

UNIT-II

Properties of codes: Introduction, types of codes: uniquely decodable codes, instantaneous codes, construction of an instantaneous code, Kraft inequality: statement and discussion and Proof, Markov sources; Shannon's noisy coding theorem and converse for discrete channels; Calculation of channel capacity and bounds for discrete channels; Application to continuous channels.

UNIT – III

Coding information sources: The average length of a code, Shannon's First Theorem, Finding binary compact codes- Huffman codes, Code efficiency and redundancy; Channels and mutual information: Information channels, Binary symmetric channels, Probability relations in a channel, A priori and A posteriori entropies, Mutual information, properties of mutual information, types of channels: Noiseless, deterministic, Cascaded channels, Channel capacity.

UNIT – IV

Channel Coding: Shannon second theorem for Noisy channels, Introduction to error control coding, Types of codes, Maximum Likelihood decoding, Linear block codes, Error detecting and correcting capabilities of a block code, Hamming code, cyclic code, convolutional arithmetic codes.

Text/Reference Books:

1. N. Abramson, Information and Coding, McGraw Hill, 1963.
2. M. Mansurpur, Introduction to Information Theory, McGraw Hill, 1987.
3. R.B. Ash, Information Theory, Prentice Hall, 1970.
4. Shu Lin and D.J. Costello Jr., Error Control Coding, Prentice Hall, 1983.

EC-309		Digital Signal Processing						
Lecture (Hrs.)	Tutorial (Hrs.)	Practical (Hrs.)	Credit	Major Test	Minor Test	Practical	Total	Time
3	-	-	3	75	25	-	100	3
Course Outcomes At the end of this course students will demonstrate the ability to								
CO1	Obtain Z-transformation of discrete time signals							
CO2	Obtain DFT and FFT of discrete time signals							
CO3	Implement structures for different discrete time systems							
CO4	Design of FIR and IIR digital filters for various applications							

Unit-I

Discrete Transforms: Z- transform and its properties, Inversion of Z-transform, One sided Z- transform and solution of differential equations. Analysis of LTI systems in Z-domain, causality, stability, schur-cohn stability test, relationship between Z-transform and Fourier transform.

Frequency Selective Filters: All pass filters, minimum-phase, maximum-phase and mixed- phase systems, Goertzel algorithm, Chirp Z-transform, applications of Z-Transform.

Unit-II

Frequency Domain Sampling and DFT: DTFT, DFT, properties, Linear filtering using DFT, Frequency analysis of signals using DFT, radix 2 and radix-4 FFT, computation of DFT of real sequences.

Implementation Structures of Discrete Time Systems: Direct form, cascade form, frequency sampling and lattice structures for FIR systems. Direct forms, transposed form, cascade form parallel form. Lattice and lattice ladder structures for IIR systems.

Unit-III

Design of FIR Filters: Characteristics of practical frequency selective filters, types of FIR filters, filter design specifications such as peak pass band ripple, minimum stop band attenuation etc., alternation theorem. Design of FIR filters using windowing method, frequency sampling method and Park-McClellan's method. Design of optimum equiripple FIR filters. Comparison of design methods for FIR filters. Effect of finite register length in FIR filter design.

Unit-IV

Design of IIR Filters: Design of IIR filters from analog filters, Design by approximation of derivatives, Impulse Invariance Method, Bilinear Transformation Method, Least Square Methods. Characteristics of Butterworth, Chebyshev and Elliptical analog filters, Frequency transformations, design of IIR filters in frequency domain.

Text/Reference Books:

1. J. G. Proakis and D.G. Manolakis, “Digital Signal Processing: Principles, Algorithms And Applications”, 4th ed. Prentice Hall.
2. A.V. Oppenheim and R. W. Schafer, “Discrete Time Signal Processing”, Prentice Hall, 1989.
3. S. K. Mitra, “Digital Signal Processing: A computer based approach”, McGraw Hill, 2011.
4. L. R. Rabiner and B. Gold, “Theory and Application of Digital Signal Processing”, Prentice Hall, 1992.
5. J. R. Johnson, “Introduction to Digital Signal Processing”, Prentice Hall, 1992.
6. D. J. DeFatta, J. G. Lucas andW. S. Hodgkiss, “Digital Signal Processing”, John Wiley & Sons, 1988.

ECP-1	Probability Theory &Stochastic Processes						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**-**	**-**	**3**	**75**	**25**	**100**	**3Hr**
Purpose	**To familiarize the students with the basics of Probability Theory &Stochastic Processes**						
Course Outcomes							
CO1	**Develop an understanding to the basic concepts of Sets, Probabilities &Random Variables.**						
CO 2	**To understand various distribution functions &bounds.**						
CO 3	**To analyze and appreciate various Random Sequences and theorems.**						
CO 4	**To apply various Random Processes &Power Spectral Density to real life problems.**						

Unit-I

Sets and set operations; Probability space; Conditional probability and Bayes theorem; Combinatorial probability and sampling models. Discrete random variables, probability mass function, probability distribution function,example random variables and distributions; Continuous random variables, probability density function, probability distribution function, example distributions

Unit-II

Joint distributions, functions of one and two random variables, moments of random variables; Conditional distribution, densities and moments; Characteristic functions of a random variable; Markov, Chebyshev and Chernoff bounds

Unit-III

Random sequences and modes of convergence (everywhere, almost everywhere, probability, distribution and mean square); Limit theorems; Strong and weak laws of large numbers, central limit theorem.

Unit-IV

Random process. Stationary processes. Mean and covariance functions. Ergodicity, Transmission of random process through LTI. Power spectral density.

Text Books:

1. H. Stark and J. Woods, ``Probability and Random Processes with Applications to Signal Processing," ThirdEdition, Pearson Education

2. A. Papoulis and S. Unnikrishnan Pillai, ``Probability, Random Variables and Stochastic Processes," Fourth Edition, McGraw Hill.

Reference Books:

1. K. L. Chung, Introduction to Probability Theory with Stochastic Processes, Springer International,
2. P. G. Hoel, S. C. Port and C. J. Stone, Introduction to Stochastic Processes, UBS Publishers
3. S. Ross, Introduction to Stochastic Models, Harcourt Asia, Academic Press.

ECP-2	SPEECH and AUDIO PROCESSING						
Lecture (Hrs.)	**Tutorial (Hrs.)**	**Practical (Hrs.)**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time(Hrs)**
3	**-**	**-**	**3**	**75**	**25**	**100**	**3**
Course Objectives	To enlighten the students about the fundamentals of speech and audio processing.						
Course Outcomes At the end of this course the student should be able to							
CO1	Mathematically model the speech signal						
CO2	Analyze the quality and properties of speech signal.						
CO3	Modify and enhance the speech and audio signals.						
CO4	To understand various speed coding standards.						

Unit-I

Introduction- Speech production and modeling - Human Auditory System;General structure of speech coders; Classification of speech coding techniques – parametric, waveform and hybrid ; Requirements of speech codecs –quality, coding delays, robustness.

Speech Signal Processing- Pitch-period estimation, all-pole and all-zero filters,convolution; Power spectral density, periodogram, autoregressive model, autocorrelation estimation.

Unit-II

Linear Prediction of Speech- Basic concepts of linear prediction; LinearPrediction Analysis of non-stationary signals –prediction gain, examples; Levinson-Durbin algorithm; Long term and short-term linear prediction models; Moving average prediction.

Speech Quantization- Scalar quantization–uniform quantizer, optimum quantizer,logarithmic quantizer, adaptive quantizer, differential quantizers; Vector quantization – distortion measures, codebook design, codebook types.

Unit-III

Scalar Quantization of LPC- Spectral distortion measures, Quantization based onreflection coefficient and log area ratio, bit allocation; Line spectral frequency – LPC to LSF conversions, quantization based on LSF.

Linear Prediction Coding- LPC model of speech production; Structures of LPCencoders and decoders; Voicing detection; Limitations of the LPC model.

Unit-IV

Code Excited Linear Prediction-CELP speech production model; Analysis-by-synthesis; Generic CELP encoders and decoders; Excitation codebook search – state-save method, zero-input zerostate method; CELP based on adaptive codebook, Adaptive Codebook search; Low Delay CELP and algebraic CELP.

Speech Coding Standards-An overview of ITU-T G.726, G.728 and G.729standards.

Text/Reference Books:

1. “Digital Speech” by A.M.Kondoz, Second Edition (Wiley Students Edition), 2004.
2. “Speech Coding Algorithms: Foundation and Evolution of Standardized Coders”, W.C. Chu, WileyInter science, 2003.

ECP-3	Introduction to MEMS						
Lecture (Hrs.)	**Tutorial (Hrs.)**	**Practical (Hrs.)**	**Major Test**	**Minor Test**	**Total**	**Time**	**Credit**
3	**0**	**0**	**75**	**25**	**100**	**3 Hr.**	**3**
Course Outcomes							
CO1	**Students will be using knowledge of mathematics, science, and engineering to understand various MEMS devices.**						
CO2	**Students be able to Appreciate the underlying working principles of MEMS and NEMS devices.**						
CO3	**Understanding basic principles of bulk micromachining and clean rooms practices**						
CO4	**Understand Design and model of MEM devices.**						

UNIT-I

Introduction: MEMS definition, classification of MEMS, Historical Background, Established applications of MEMS, modern MEMS applications, Miniaturization issues, Micro/Nano Sensors, Actuators and Systems overview, Multidisciplinary nature of MEMS – principles and examples of Micro sensors and micro actuators.

UNIT-II

Scaling laws in miniaturization - scaling advantages and issues, influence of scaling on material properties, scaling in mechanical systems, scaling in fluidic systems, scaling chemical and biological systems, scaling in heat conducting and heat convection.

UNIT-III

Basic MEMS fabrication methods: MEMS Fabrication Methods, Oxidation, Deposition Techniques, Photolithography, Materials for Micromachining, Substrates, additive Films and Materials, Bulk Micromachining, Wet Etching Dry Etching, Surface Micromachining, Fusion Bonding, High-Aspect-Ratio-Micromachining, LIGA, Laser Micromachining, Computer Aided Design, Assembly and System Integration, Multi-Chip Modules, Passivation and Encapsulation,

UNIT-IV

Mechanics of solids in MEMS/NEMS: Stresses, Strain, Hookes's law, Poisson effect, Linear Thermal Expansion, Bending; Energy methods, Overview of Finite Element Method, Modeling of Coupled Electromechanical Systems.

Text/Reference Book:

1. G. K. Ananthasuresh, K. J. Vinoy, S. Gopalkrishnan K. N. Bhat, V. K. Aatre, Micro and Smart Systems, Wiley India, 2012.
2. S. E.Lyshevski, Nano-and Micro-Electromechanical systems: Fundamentals of Nano-and Microengineering (Vol. 8). CRC press, (2005).
3. S. D. Senturia, Microsystem Design, Kluwer Academic Publishers, 2001.
4. M. Madou, Fundamentals of Microfabrication, CRC Press, 1997.

ECP-4	POWER ELECTRONICS						
Lecture (Hrs.)	**Tutorial (Hrs.)**	**Practical (Hrs.)**	**Major Test**	**Minor Test**	**Total**	**Time**	**Credit**
3	**0**	**0**	**75**	**25**	**100**	**3 Hr.**	**3**
Course Outcomes							
CO1	**Acquire knowledge about Build and test circuits using power devices such as SCR**						
CO2	**Ability to analyze Analyze and design controlled rectifier, DC to DC converters, DC to AC inverters**						
CO3	**Foster ability to Learn how to analyze these inverters and some basic applications**						
CO4	**To develop skills to build, and Design SMPS.**						

UNIT-I

Characteristics of Semiconductor Power Devices: Thyristor, power MOSFET and IGBT : structure, Characteristics, operation, Brief introduction to power devices: TRIAC, MOS controlled thyristor (MCT), Thyristor Triggering circuit, Thyristor commutation circuit, Uses and design of snubber circuits for thyristor, power MOSFETs and IGBT. Fast recovery diodes and schottky diodes.

UNIT-II

Rectifiers types: Controlled and Uncontrolled Rectifiers: Single phase: Study of semi and full bridge converters for R, RL, RLE loads. Analysis of load voltage, load current and derivation of load form factor and ripple factor, Effect of source impedance on the performance of the controlled rectifiers, Analysis of three phase half wave controlled rectifiers with R load, Analysis of three phase half wave controlled rectifiers with R load.

UNIT-III

Choppers: Quadrant operations of Type A, Type B, Type C, Type D and type E choppers, Control strategies for choppers, Detailed analysis of Type A chopper. Step up chopper. Inverters: Types of inverters, operating principle, Single phase half bridge inverter, Single phase full bridge inverter.

UNIT-IV

AC Voltage Controllers: Types of AC voltage controllers: symmetrical and asymmetrical controllers, Principle of phase control, ON-OFF control, Single phase ac voltage controller with R load. Cycloconverters: Principle of cycloconverter operation, step up and step down cycloconverters, Output voltage equation for a cycloconverter, Applications: Switching Power Supplies, SMPS, UPS.

Text /Reference Books:

1. Muhammad H. Rashid, “Power electronics” Prentice Hall of India.
2. Ned Mohan, Robbins, “Power electronics”, edition III, John Wiley and sons.
3. P.C. Sen., “Modern Power Electronics”, edition II, Chand& Co.
4. V.R.Moorthi, “Power Electronics”, Oxford University Press.
5. Cyril W., Lander,” Power Electronics”, edition III, McGraw Hill.

ECP-5	VLSI Technology						
Lecture (Hrs.)	**Tutorial (Hrs.)**	**Practical (Hrs.)**	**Major Test**	**Minor Test**	**Total**	**Time**	**Credit**
3	**0**	**0**	**75**	**25**	**100**	**3 Hr.**	**3**
Course Outcomes							
CO1	**Students will be able estimate oxide thickness, growth rate, etch rate, deposition rate, and perform pattern etching etc. using knowledge of mathematics, science, engineering and practices.**						
CO2	**Students can design and conduct experiments such as oxidation, metallization and analyze growth / deposition rate, thickness etc.**						
CO3	**Shall be able to understand system, design such as CVD reactor, PVD chamber etc.**						
CO4	**Understanding of fabrication sequence of CMOS and NMOS , PMOS Integrated circuits.**						

UNIT-I

Crystal growth: monolithic and hybrid ICs, crystal growth, Czochralski technique of crystal growth, wafer preparation and specifications, defects, measurements of parameters of crystals, Fabrication steps, Oxidation: Theory of growth of Silicon dioxide layer, oxidation kinetics, Dry, wet and high pressure oxidation, plasma oxidation, properties of oxidation, defects induced due to oxidation.

UNIT -II

Epitaxial process: Epitaxy and its concept, Growth kinetics of epitaxial growth, Low temperature epitaxy, growth chemistry of Si epitaxial layer, apparatus for epitaxial layer, MBE system Diffusion process: Diffusion models of solid, Fick's theory of diffusion, Solution of Fick`s law, diffusion parameters measurements, Ion implantation: Scattering phenomenon, range theory, channeling, implantation damage, ion implantation systems, Annealing.

UNIT-III

Lithography: Optical and non-optical lithography, electron, X-ray and ion-beam lithography, contact/proximity and projection printers, alignment. Photoresist and Etching: Types of photoresists, polymer and materials, Etching- Dry & Wet etching, basic regimes of plasma etching, reactive ion etching and its damages, lift-off, and sputter etching.

UNIT-IV

Metallization: Applications and choices, physical vapor deposition, patterning, VLSI process fabrication steps: PMOS, NMOS and CMOS IC technology, Packaging : Package types, packaging design consideration, VLSI assembly technologies. Yield and reliability in VLSI.

SUGGESTED BOOKS:

1. S.M. SZE, VLSI Technology , McGraw Hill. 2009, 2nd Edition
2. S. K. Gandhi, VLSI Fabrication Principles, Wiley, 2nd edition
3. S.A. Campbell, The Science and Engineering of Microelectronic Fabrication ,Oxford 2008,2nd edition
4. Sedra & Smith, Microelectronic Circuits 2004, Oxford, 5th edition
5. J.D. Plummer, Silicon VLSI Technology: Fundamentals, Practice, and Modeling, Pearson.

ECO1		Computer Networks						
Lecture (Hrs.)	Tutorial (Hrs.)	Practical (Hrs.)	Credit	Major Test	Minor Test	Practical	Total	Time
3	-	-	3	75	25	-	100	3 Hrs
Purpose	To familiarize the students with the concepts of basic computer networks used in communication. Also familiarize the students with the various layers of OSI and TCP/IP model.							
	Course Outcomes							
CO1	To understand the concept of basics of computer networks and physical layer& media.							
CO2	To understand the concept and processes of data link layer and medium access sublayer.							
CO3	To familiarize with the concept and design issues of network, transport & session layer and presentation layer.							
CO4	To familiarize with the concept and protocols of application layer.							

Unit – I

Introduction: Introduction to Computer Networks, Protocols and standards, Network Models: The OSI Model, TCP/IP protocol suite, Introduction to addressing.

Physical Layer and Media: Guided &Unguided media,Circuit Switching and Packet Switching, The TelephoneSystem, ATM.

Unit -II

The Data Link Layer: Data Link Layer Design issues,Data link control: Framing, Flow & Error control, Noiseless channels, Noisy channels, HDLC, Point to Point protocols.

The Medium Access Sublayer: Aloha Protocols, LAN Protocols: wired LAN's, Wireless LAN.

Unit -III

Network Layer: Forwarding, Flow Control, Error Control, Multicast routing, IPv4 addresses, IPv6 addresses, internetworking, SNMP, ARP

Transport & Session Layer, Presentation Layer: Flow Control and Congestion Control at the Transport Layer,Transmission Control Protocol – Basic Features, TCP Congestion Control, cryptography

Unit-IV

Application Layer: Design issues, file transfer, access and management, electronic mail, WWW & HTTP

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Text Books:

1. Forouzan B.A, Data Communications and Networking, Tata-Mc-Graw Hill.
2. Tanenbaum A.S, Computer Networks, PHI.

Reference Books:

1. Stallings W, Data and Computer Communications, PHI.
2. Leon –Garcia, Computer Networks, Mc Graw Hill

ECO-2	MECHATRONICS						
Lecture (Hrs.)	Tutorial (Hrs.)	Practical (Hrs.)	Credit	Major Test	Minor Test	Total	Time(Hrs)
3	-	-	3	75	25	100	3

Course Outcomes

The Objective of this course is to make the students aware about Mechanical and Electronic Instruments together for different applications. This course will help students to build the fundamental concepts of inter disciplinary problems. **At the end of this course the student should be able**

CO1	To understand Mechatronics System and its applications.
CO2	To understand the operations of different Sensors and Transducers and their applications.
CO3	To understand the Electrical and Mechanical Actuation Systems operations and their uses.
CO4	To understand the basic structure of PLC and its applications and designing examples of Mechatronics Systems.

UNIT-I

INTRODUCTION TO MECHATRONICS: Definition, Evolution, Scope, Mechatronics Design Elements, Examples, and Applications; Measurement Systems; Control Systems: Open and Close Loop Systems, Block Diagram of Feedback Control System.

UNIT-II

TRANSDUCERS AND SENSORS: Transduction Principle, Classification of Transducers, Selection Parameters, Resistive, Inductive, Capacitive, Piezoelectric, Photoelectric, Measurement of Flow and Level; Sensors: LVDT, LMDT, Proximity, Force, Pressure, Pneumatic, Light, Touch and Tactile, Ultrasonic and Voice Recognition etc.

UNIT-III

ACTUATORS: Actuator Types and Application Areas, Electromechanical Actuators, Electrical Actuators : Servo and Stepper Motors; Pneumatic and Hydraulic Actuators, Piezoelectric Actuators, Magnetostrictive actuators, Memory-metal Actuators, Ion-exchange Polymer-metal Composite; Mechanical Actuators: Mechanism, Kinematics Chains, Bearings, Belt Drives, Chains and Chain Drives, Pulleys, Cams and Gears.

UNIT-IV

PLC AND MECHATRONIC SYSTEM DESIGN: Microprocessors, Microcontrollers; PLC**:** Introduction, Basic Structure, Input/Output Processing, Programming, Mnemonics, Timers, Internal Relays and Counters, Data Handling, Analog Input/Output, Selection of a PLC, Advantages and Uses; Design of Mechatronic Systems: Mechatronics design elements, Embedded system, MEMS, Robotics; Description of Designing a Mechatronic System: Automatic Camera, Washing Machine and List of some other Mechatronic Systems.

Text Books:

1. *R. K. Rajput, "A Textbook of Mechatronics", S. Chand & Company Pvt. Ltd, 2015.*
2. *Nitaigour Premchand Mahalik, "Mechatronics Principles, Concepts and Applications", Tata McGraw-Hill publishing company Ltd, 2003.*
3. *M.D.Singh & J.G. Joshi, " Mechatronics" , PHI Learning Private Limited, 2015.*

Reference Books:

1 *Devdas Shetty & Richard A.Kolk, "Mechatronics System Design", PWS Publishing Company (Thomson Learning Inc.).*

2 *William Bolton, "Mechatronics Electronics Control systems in Mechanical and Electrical Engineering", Prentice Hall.*

ECO- 3	Electronic Measurement and Instruments						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**0**	**0**	**3**	**75**	**25**	**100**	**3 Hr.**
Purpose	**To familiarize the students with the concepts of Electronics Measurements like measurement of voltage, current & resistance etc.**						
Course Outcomes							
CO1	**Students will learn the techniques of measurement of resistance using different bridges**						
CO2	**AC Bridges & Voltage Indicating & Recording Devices will be introduced to the students**						
CO3	**Students will be able to recognize the functioning of different Analog & Digital Instruments**						
CO4	**Transducers & Data Acquisition Systems will be introduced to the students**						

Unit-I

Measurement and Error: Functional elements and generalized configuration of a measuring Instrument, Characteristics of instruments, errors in measurements and their statistical analysis.

Measurement of Resistance: Wheat stone bridge, Carey-Foster Bridge, Kelvin double bridge, Measurement of Insulation resistance.

Unit-II

Bridges: Maxwell Inductance bridge. Maxwell Inductance Capacitance Bridge, Anderson's Bridge, Hay's Bridge, De-Sauty's Bridge, Schering's bridge and Wein's bridge.

Voltage Indicating and Recording Devices: Analog voltmeters and Potentiometers, Self balancing potentiometer and X-Y recorders, Galvanometers - Oscillographs, Cathode - Ray Oscilloscopes, Magnetic Tape Recorders.

Unit-III

Electronic Instruments: Wave analyzer, Distortion meter: Q-meter. Measurement of Op-Amp parameters.

Digital Instruments: Digital Indicating Instruments, Comparison with analog type, digital display methods, digital methods of time and frequency measurements, digital voltmeters.

Unit-IV

Transducers: Classification of Transducers, Strain Gauge, Displacement Transducers - Capacitive Transducers, LVDT, Piezo-electric Transducers, Temperature Transducers – resistance thermometer, Thermocouples and Thermistors, Liquid level measurement Low pressure (vacuum) measurement.

Data Acquisition Systems: A to D and D to A converters, Analog and Digital Data Acquisition Systems, Multiplexing, Spatial Encoders, Telemetry.

Text Book:

1. A Course in Electrical and Electronics Measurements and Instrumentation: A.K. Sawhney; Dhanpat Rai & Sons.

Reference Books:

1. Electronics Instrumentation and Measurement Techniques: Cooper W.D & Helfrick A.D.; PHI Doeblin E.O., Measurement Systems: Application & Design, Mc Graw Hill.

ECO-4	Renewable Energy Resources						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**-**	**-**	**3**	**75**	**25**	**100**	**3 Hour**
Course Outcomes							
CO 1	**To understand the energy demand of world, nation and available resources to fulfill the demand**						
CO 2	**To know about the conventional energy resources and their effective utilization**						
CO 3	**To acquire the knowledge of modern energy conversion technologies**						
CO 4	**To be able to understand and perform the various characterization techniques of fuels**						
CO5	**To be able to identify available nonconventional (renewable) energy resources and techniques to utilize them effectively.**						

Unit-I

Introduction: Energy demand of world and country and gap analysis, Fossil fuel based systems, Impact of fossil fuel based systems, Non conventional energy – seasonal variations and availability, Renewable energy– sources and features, Hybrid energy systems. Distributed energy systems and dispersed generation (DG).

Unit-II

Solar thermal systems: Solar radiation spectrum, Radiation measurement , Technologies, Applications, Heating, Cooling, Drying, Distillation, Power generation; Costing : Life cycle costing (LCC),Solar thermal system

Solar Photovoltaic systems ,Operating principle, Photovoltaic cell concepts ,Cell, module, array, Series and parallel connections, Maximum power point tracking, Applications ,Battery charging, Pumping , Lighting,Peltier cooling , Costing: Life cycle costing ,Solar PV system

Unit-III

Microhydel: Operating principle, Components of a microhydel power plant, Types and characteristics of turbines, Selection and modification, Load balancing, Costing: Life cycle costing –Microhydel Wind ; Wind patterns and wind data, Site selection, Types of wind mills , Characteristics of wind generators, Load matching, Life cycle costing - Wind system LCC.

Unit-IV

Biomass: Learning objectives, Operating principle, Combustion and fermentation, Anaerobic digester, Wood gassifier, Pyrolysis, Applications, Bio gas, Wood stoves, Bio diesel, Combustion engine, Life cycle costing - Biomass system LCC

Hybrid Systems, Need for Hybrid Systems, Range and type of Hybrid systems, Case studies of Diesel-PV, Wind-PV, Microhydel-PV, Biomass-Diesel systems, electric and hybrid electric vehicles

Suggested Books:

1. Ashok V Desai, Non-Conventional Energy, Wiley Eastern Ltd, New Delhi, 2003
2. Mittal K M, Non-Conventional Energy Systems, Wheeler Publishing Co. Ltd, New Delhi,2003
3. Ramesh R & Kumar K U, Renewable Energy Technologies, Narosa Publishing House, New Delhi, 2004
4. Wakil MM, Power Plant Technology, Mc Graw Hill Book Co, New Delhi, 2004.

EC-303L	Electromagnetic Waves Lab						
Lecture	Tutorial	Practical	Credit	Major Test	Minor Test	Total	Time
		3	1.5	40	60	100	3 Hour
Purpose	To give the students an idea about the study and analysis of components used in Microwave Engineering						
Course Outcomes							
CO1	*Students will learn the steps to analyze electric field behavior.*						
CO2	*Students will be able to characterize standing wave ration and reflection Coefficient.*						
CO3	*Students will learn the steps to analyze types of waveguide.*						
CO4	*Students will be able to find the unknown impedances in a transmission line.*						

List of Experiments:

1. Measurement of Electric Field between Parallel Conductors.
2. To Determine Electric Field Pattern between Two Circular Electrodes.
3. Experimentally determine the standing wave ration and reflection Coefficient in a transmission line.
4. Measurement of Dielectric Constant.
5. Design & Characterization of Rectangular Waveguide for dominant mode using HFSS.
6. Experimentally determine the frequency & Wavelength in a rectangular waveguide working in TE_{10} mode using microwave bench.
7. Design & Characterization of Circular Waveguide using HFSS.
8. Design & Characterization of Microstrip Line using HFSS.
9. To measure unknown impedance with Smith Chart.
10. Desgin & Characterization of Microstrip line using simulation software.

EC-311L	Digital Signal Processing Lab							
Lecture (Hrs.)	Tutorial (Hrs.)	Practical (Hrs.)	Credit	Major Test	Minor Test	Practical	Total	Time
-	-	2	1	-	40	60	100	3
Course Outcomes At the end of this course students will demonstrate the ability to								
CO1	Plot different discrete time signals							
CO2	Verify the aliasing effects							
CO3	Design digital FIR filters for various applications							
CO4	Design digital IIR filters for various applications							

List of Experiments

1. Write a program to plot the following functions: a) impulse function b) unit step c) unit ramp d) exponential and e) sinusoidal
2. Write a program to plot real part, imaginary part, magnitude and phase spectra of an exponential function.
3. Study the aliasing effect by using a sinusoidal signal. Show the plots of' continuous time signal, sampled signal and reconstructed signals by using subplot.
4. Write a program to compute and plot the convolution of two signals.
5. Define a function to compute the Z-transform of a finite length signal.
6. Verify the properties of Discrete Fourier Transform (DFT).
7. Study of different window functions available for design of FIR filters.
8. Design of FIR filters by using windowing method.
9. Design of equiripple FIR filter.
10. Study of magnitude and phase response of Butterworth, Chebyshev and Elliptic filters.
11. Design of IIR filters by using different analog filter approximation method.

	B. Tech. (5th Semester) Electronics and Communication Engineering							
MC-903	**ESSENCE OF INDIAN TRADITIONAL KNOWLEDGE**							
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Practical**	**Total**	**Time (Hrs.)**
3	**0**	**0**	**--**	**100**	**--**	**--**	**100**	**3**
Purpose	To impart basic principles of thought process, reasoning and inferencing.							
Course Outcomes								
CO 1	The students will be able to understand, connect up and explain basics of Indian traditional knowledge in modern scientific perspective.							

Course Contents

- Basic structure of Indian Knowledge System: अष्टादशविद्या -४वेद,४उपवेद (आयुर्वेद, धनुर्वेद, गन्धर्ववेद, स्थापत्य आदि) ६वेदांग (शिक्षा, कल्प, निरुक्त, व्याकरण, ज्योतिष, छंद) ४ उपाङ्ग (धर्मशास्त्र, मीमांसा, पुराण, तर्कशास्त्र)
- Modern Science and Indian Knowledge System
- Yoga and Holistic Health care
- Case studies

References

- V. Sivaramakrishnan (Ed.), *Cultural Heritage of India-course material*, Bharatiya Vidya Bhavan, Mumbai. 5th Edition, 2014
- Swami Jitatmanand, *Modern Physics and Vedant*, Bharatiya Vidya Bhavan
- Swami Jitatmanand, *Holistic Science and Vedant*, Bharatiya Vidya Bhavan
- Fritzof Capra, *Tao of Physics*
- Fritzof Capra, *The Wave of life*
- VN Jha (Eng. Trans.), *Tarkasangraha of Annam Bhatta*, International Chinmay Foundation, Velliarnad, Arnakulam
- *Yoga Sutra of Patanjali*, Ramakrishna Mission, Kolkata
- GN Jha (Eng. Trans.), Ed. RN Jha, *Yoga-darshanam with Vyasa Bhashya*, Vidyanidhi Prakashan, Delhi 2016
- RN Jha, *Science of Consciousness Psychotherapyand Yoga Practices*, Vidyanidhi Prakashan, Delhi 2016
- P B Sharma (English translation), *Shodashang Hridayam*

Pedagogy: Problem based learning, group discussions, collaborative mini projects.

Bachelor of Technology (Electronics & Communication Engineering) (Credit Based)
KURUKSHETRA UNIVERSITY KURUKSHETRA
Scheme of Studies/Examination
Semester VI (w.e.f. session 2020-2021)

S. No.	Course No.	Subject	L:T:P	Hours/ Week	Credits	Examination Schedule (Marks)				Duration of Exam (Hrs.)
						Major Test	Minor Test	Practical	Total	
1	HM-901	Organizational Behavior	3:0:0	3	3	75	25	0	100	3
2	EC-302	Control System Engineering	3:0:0	3	3	75	25	0	100	3
3	EC-304L	Control System Engineering Lab	0:0:3	3	1.5	-	40	60	100	3
4	EC-306	Verilog HDL	3:0:0	3	3	75	25	0	100	3
5	EC-308L	Verilog HDL Lab	0:0:3	3	1.5	-	40	60	100	3
6	EC-310L	Mini Project/Electronic Design Workshop	0:0:4	4	2	-	40	60	100	3
7	ECP*	Program Elective-II	3:0:0	3	3	75	25	0	100	3
8	ECO*	Open Elective-II	3:0:0	3	3	75	25	0	100	3
		Total		**25**	**20**	**375**	**245**	**180**	**800**	

*** The course of both Program Elective and Open Elective will be offered at 1/3rd strength or 20 students (whichever is smaller) of the section. Note: All the students have to undergo 4 to 6 weeks Industrial Training after 6th semester which will be evaluated in 7th semester.**

Bachelor of Technology (Electronics & Communication Engineering) (Credit Based)
KURUKSHETRA UNIVERSITY KURUKSHETRA
Scheme of Studies/Examination

LIST OF OPEN ELECTIVES (B.TECH. ECE)		
SEM	**CODE**	**SUBJECT**
VI	ECO-5	Data Structures
	ECO-6	Multimedia Communication
	ECO-7	Consumer Electronics
	ECO-8	Transducers and Their Applications

LIST OF PROGRAM ELECTIVES (B.TECH. ECE)		
SEM	**CODE**	**SUBJECT**
VI	ECP-6	Antennas and Propagation
	ECP-7	CMOS Design
	ECP-8	Bio-Medical Electronics
	ECP-9	Scientific Computing

EC-302	Control System Engineering (6th Semester)						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**0**	**0**	**3**	**75**	**25**	**100**	**3 Hours**
Purpose	The purpose of this course is to create awareness about the various types of control systems with the techniques to analyze them so that the learner is able to mathematically design and evaluate the conditions for which a control system can provide stable output with improved performance.						
CO1	Learner will be able to design and simplify the mathematical and graphical models of a control system through block diagram and signal flow graph method.						
CO2	Learner can evaluate the conditions for which a system can work under stable conditions in time domain.						
CO3	Learner will know about easier graphically methods to evaluate the conditions of stability in frequency domain.						
CO4	Learner will able to apply the compensation technique using state variable approach to covert an unstable system into a stable system under certain conditions.						

UNIT-I

Introduction: The Control system-Open loop & Closed loop, servomechanism, Stepper motor. Mathematical Models of Physical Systems: Differential equation of physical systems, Transfer Function, Block Diagram Algebra, Signal Flow-Graphs, Mason's Formula & its application. Feedback Characteristics of Control Systems: Feedback and Non-Feedback systems, Effects of Feedback on sensitivity (to parameter variations), Stability, Overall gain etc.

UNIT-II

Time Response Analysis: Standard test signals, Time response of first order and second order systems, Steady-State Errors and Error Constants, Design Specification of second-order- systems. Stability: The concept of stability, necessary conditions for stability, Hurwitz Stability Criterion, Routh Stability Criterion, Relative Stability Analysis. The Root Locus Technique: The Root Locus Concept, Construction /development of Root loci for various systems, Stability considerations. Proportional, Integral and Derivative Controllers.

UNIT-III

Frequency Response & Stability Analysis: Correlation between Time and Frequency response, Polar Plots, Nyquist plots, Bode Plots, Nyquist Stability criterion, Gain margin & Phase margin, relative stability using Nyquist Criterion, frequency response specifications.

UNIT-IV

Compensation of Control Systems: Necessity of Compensation, Phase Lag compensation, Phase Lead Compensation, Phase Lag Lead Compensation, Feedback Compensation. State Variable Analysis: Concept of State, State Variable and State Model, State Models for Linear Continuous Time Systems, Diagonalization, Solution of state equations, Concept of Controllability and Observability.

Text Book: *Control System Engg.: I. J. Nagrath & M.Gopal; New Age India.*

Reference Books:

1.Automatic Control Systems: B.C. Kuo; PHI.
2.Modern Control Engg: K. Ogata; PHI.
3.Control Systems: Principles & Designing : Madan Gopal; TMH.

EC-306	Verilog HDL						
Lecture (Hrs.)	**Tutorial (Hrs.)**	**Practical (Hrs.)**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time(Hrs)**
3	**-**	**-**	**3**	**75**	**25**	**100**	**3**
Course Objectives	To familiarize the students with the conventions of the Verilog HDL programming, algorithmic levels of abstraction for modelling digital hardware systems, the concept of test-benches to create testing behavioral environments for simulation based verification.						
Course Outcomes At the end of this course the student should be able to							
CO1	To understand the constructs and conventions of the Verilog HDL programming.						
CO2	To understand the structural, register-transfer level (RTL), and algorithmic levels of abstraction for modelling digital hardware systems.						
CO3	To design and modelling of combinational and sequential digital systems						
CO4	To apply the concept of test-benches to create testing behavioral environments for simulation based verification.						

Unit- I

Introduction: Introduction, conventional approach to digital design, VLSI design, ASIC design flow, Role of HDL, Conventional Data flow, ASIC data flow, Verilog as HDL, Levels of Design Description, Concurrency, Simulation and Synthesis, Functional Verification, System Tasks, Programming Language Interface (PLI), Module, Simulation and Synthesis Tools, Test Benches.
Language constructs and conventions: Introduction, Keywords, Identifiers, White Space Characters,
Comments, Numbers, Strings, Logic Values, Strengths, Data Types, Scalars and Vectors, Parameters, Memory, Operators, System Tasks.

Unit-II

Gate level modelling: Introduction, AND Gate Primitive, Module Structure, Other Gate Primitives, Illustrative Examples, Tri-State Gates, Array of Instances of Primitives, Additional Examples, Design of Flip-flops with Gate Primitives, Delays, Strengths and Contention Resolution, Net Types, Design of Basic Circuits.
Behavioralmodelling: Introduction, Operations and Assignments, Functional Bifurcation, Initial Construct, Always Construct, Examples, Assignments with Delays, Wait construct, Multiple Always Blocks, Designs at Behavioral Level, Blocking and Non-blocking Assignments, The case statement, Simulation Flow, if and ifelse constructs, assign-deassign construct, repeat construct, for loop, the disable construct, while loop, forever loop, parallel blocks, force-release construct, Event.

Unit-III

Modelling at data flow level: Introduction, Continuous Assignment Structures, Delays and Continuous Assignments, Assignment to Vectors, Operators, Additional Examples.

Switch level modelling: Introduction, Basic Transistor Switches, CMOS Switch, Bi-directional Gates, Time Delays with Switch Primitives, Instantiations with Strengths and Delays, Strength Contention with Trireg Nets.

Unit-IV

Functions, tasks, and user defined primitives: Introduction, Function, Tasks, User- Defined Primitives (UDP), FSM Design (Moore and Mealy Machines).
System tasks, functions, and compiler directives: Introduction, Parameters, Path Delays, Module Parameters, System Tasks and Functions, File-Based Tasks and Functions, Compiler Directives, Hierarchical Access, General Observations.

Text Books:

1. T. R. Padmanabhan, B. Bala Tripura Sundari (2004), Design through Verilog HDL, Wiley & SonsEducation, IEEE Press, USA.
2. J. Bhaskar (2003), A Verilog Primier, 2nd edition, BS Publications, India.

Reference Books:

1. Samir Palnitkar (2013), Verilog HDL, Pearson India.
2. Stephen. Brown, ZvonkoVranesic (2005), Fundamentals of Logic Design with Verilog, Tata McGraw
Hill, India.
3. Charles H. Roth (2004), Digital Systems Design using VHDL, Jr. Thomson Publications, India.

EC-308L	Verilog HDL Lab							
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Practical**	**Total**	**Time**
0	**0**	**3**	**1.5**	**0**	**40**	**60**	**100**	**3 Hour**
CO1	To describe, design, simulate, and synthesize circuits using the Verilog hardware							
CO2	To design and modelling of combinational and sequential digital system.							
CO3	To develop program codes for synthesis-friendly combinational and sequential logic.							
CO4	To understand the advanced features of Verilog HDL and be able to write optimized codes for complex systems.							

List of Experiments:

1. Write a Program to implement logic gates.
2. Write a Program to implement half-adder.
3. Write a Program to implement Full-adder.
4. Write a Program to implement 4 bit addition/subtraction.
5. Write a Program to implement a 3:8 decoder.
6. Write a Program to implement an 8:1 mulltiplexer.
7. Write a Program to implement an 1:8 demultiplexer.
8. Write a Program to implement 4 bit comparator.
9. Write a Program to implement Mod-10 up counter.
10. Write a Program to perform serial to parallel transfer of 4 bit binary number.
11. Write a program to perform parallel to serial transfer of 4 bit binary number
12. Write a program to implements 8 bit ALU containing 4 arithmetic & 4 logic operation.

EC-304L	Control System Engineering Lab						
Lecture	Tutorial	Practical	Credit	Major Test	Minor Test	Total	Time
		3	1.5	40	60	100	3 Hour
Purpose	To make students capable to design solutions for Control System engineering problems and design system components or processes that meet the specified needs of modern automated engineering industries.						
Course Outcomes							
CO1	Students will be able to execute time response analysis of a second order control system using MATLAB						
CO2	Students will be able to design Lag, Lead, Lead-Lag compensators and verify experimental results using MATLAB.						
CO3	Analyze toque- speed characteristics of DC and AC servomotors.						
CO4	Analyze and interpret stability of the system through Root Locus, Bode plot and Nyquist plot.						

List of Experiments:

1. Using MATLAB obtain time response of a second order system in case of under damped, over damped and critically damped systems.

2. To design a passive RC lead compensating network for the given specifications and to obtain its frequency response.

3. To design a passive RC lag compensating network for the given specifications and to obtain its frequency response.

4. To obtain torque speed characteristics of AC servo motor.

5. To obtain torque speed characteristics of DC servo motor.

6. To determine frequency response of a second order system and evaluation of Frequency domain specifications.

7. To simulate a DC position control system and hence to find the step response using MATLAB.

8. Obtain the phase margin and gain margin for a given transfer function by drawing bode plots and verify the same using MATLAB.

9. To obtain Root locus of a given T. F. and hence finding breakaway point, intersection point on imaginary axis and to draw the Nyquist plot for the given transfer function using MATLAB.

10. To digitally simulate the time response characteristics of Linear SISO systems using state variable formulation.

11. Experiment to draw the frequency response of a given lead-lag compensating network.

ECP-6	Antennas & Propagation							
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**		**Total**	**Time**
3	**0**	**0**	**3**	**75**	**25**		**100**	**3 Hrs.**
Purpose	*To familiarize the students with: Antennas used for various applications, performance parameters of antenna, methods of analysis of antenna, and different ways of propagating the signal.*							
CO1	*To Understand the structure and properties of various antennas.*							
CO2	*To understand the performance parameters of antenna.*							
CO3	*To design antenna of required specifications.*							
CO4	*To understand the different ways of signal propagation.*							

Unit-I

Fundamental concept: Physical concept of radiation, Retarded potential, Radiation pattern, near- and far-field regions. **Antenna Parameters:** Radiation Resistance, Gain, Directive Gain, Power Gain, Directivity, Efficiency, Beam width, Effective Height, Effective Aperture, Bandwidth and Antenna Temperature. **Radiation from Wires:** Radiation from Hertzian Dipole, Short Dipole, Monopole Antenna, Folded Dipole Antenna and Half Wave Dipole.

Unit-II

Antenna Arrays: Uniform Linear Arrays - Broadside Arrays, Endfire Arrays. Analysis of arrays of 2 Isotropic Sources - Different Cases, Analysis of arrays of N Isotropic Sources - Different Cases, Principle of Pattern Multiplication, Binomial Array, Chebyshev Array. **TV Transmission & Reception Antennas:** Turnstile Antennas, Yagi-Uda antennas. **Standard Antennas:** Loop Antenna (Rectangular & Circular), Helical Antenna, Biconical Antenna.

Unit-III

Aperture & Slot Antennas: Radiation from Rectangular Apertures, Uniform and Tapered Aperture, Horn antenna, Reflector Antenna , Cassegrain and Gregorian Feeding Structures, Rectangular Slot Antenna.

Broadband Antennas: Huygens' Principle, The frequency independent concept: Rumsey's principle, Frequency Independent Planar Log Spiral Antenna, Frequency independent conical spiral antenna, Log periodic antenna, Lens Antenna.

Microstrip/Patch Antennas: Basic configurations of patch antennas: Rectangular, Circular. Different Feeding Techniques. Method to Analyze Patch antenna: Transmission Line Model.

Unit-IV

Propagation of Radio Waves: Introduction, Ground Wave Propagation, Space Wave Propagation and Sky Wave Propagation: Virtual Height, Critical Frequency, Maximum Usable Frequency (MUF) – Skip Distance, Fading, Multi Hop Propagation, Duct Propagation, Troposcatter Propagation, Flat Earth and Curved Earth Concept,.

REFERENCES:

1. J. D. Kraus, Antennas, McGraw Hill, 1988.
2. C.A. Balanis, Antenna Theory - Analysis and Design, John Wiley, 1982.
3. Antenna & Wave Propagation- K.D. Prasad, Satya Parkashan.
3. R.E. Collin, Antennas and Radio Wave Propagation, McGraw Hill, 1985.
4. I.J. Bahl and P. Bhartia, Micro Strip Antennas, Artech House, 1980.
6. A.R.Harish, M.Sachidananda, Antenna and Wave Propagation, Oxford University Press.

ECP-7	CMOS Design					
Lecture	**Tutorial**	**Practical**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**0**	**0**	**75**	**25**	**100**	**3 Hr.**
		Course Outcomes				
CO1	Student will be able to analyze MOS transistor characteristics					
CO2	Student will be able to design CMOS invertor of specific characteristics					
CO3	Student will be able to design combinational CMOS circuit of given boolean equation					
CO4	Student will be able to design sequential CMOS circuit of given specification					

Unit- I

Introduction: Overview of VLSI Design Methodologies, VLSI Design flow, Design hierarchy, VLSI Design styles.
MOS Transistor: MOS structure, MOS system under external bias, structure and operation of MOSFET, C-V characteristics.

Unit- II

MOS Invertors: Introduction, resistive load invertor, invertor with n-type MOSFET load, CMOS invertor: circuit operation, noise margin, design of invertor, power and area consideration. .

Unit -III

Combinational MOS Logic: nMOS logic circuits with depletion nMOS load, CMOS logic circuits, complex logic circuits, CMOS pass gates

Unit-IV

Sequential MOS Logic circuits: Behaviour of bistable elemens, SR latch circuit, clocked latch and flip flop, CMOS D Latch and edge triggered flip flop

Text Books:
1. S. M. Kang and Y. Leblebici, CMOS Digital Integrated Circuits : Analysis and Design, Third Edition, MH, 2002.

Reference Books:
1. N. Weste, K. Eshraghian and M. J. S. Smith, Principles of CMOS VLSI Design : A Systems Perspective, Second Edition (Expanded), AW/Pearson, 2001.
2.J. P. Uyemura, CMOS Logic Circuit Design, Kluwer, 1999.

ECP-8		Biomedical Electronics						
Lecture (Hrs.)	Tutorial (Hrs.)	Practical (Hrs.)	Credit	Major Test	Minor Test	Practical	Total	Time
3	-	-	3	75	25	-	100	3
Course Outcomes At the end of this course students will demonstrate the ability to								
CO1	Understand and explain the concept of biomedical signals, electrodes and Instrumentation							
CO2	Understand and explain the physiological transducers and recording systems							
CO3	Understand and explain biomedical recorders and patient monitoring systems							
CO4	Understand and explain cardiac pacemakers, defibrillator and patient safety							

UNIT-I

Introduction: Role of technology in medicine, physiological systems of the body, sources of biomedical signals, basic medical instrumentation and their performance requirements, intelligent medical instrumentation systems, consumer and portable medical equipment, implantable medical devices, role of engineers in healthcare facilities.

Bioelectric Signals and Electrodes: Origin of bioelectric signals, recording electrodes, silver- silver chloride electrodes, electrodes for ECG, electrodes for EMG, electrical conductivity of electrode jellies and creams, microelectrodes.

UNIT-II

Physiological Transducers: Definition, classification and performance characteristics of transducers, displacement, position and motion transducers, pressure transducers, transducers for body temperature measurement, photoelectric transducers, optical fiber sensors, biosensors, smart sensors.

Recording System: Basic recording system, general considerations for signal conditioners, preamplifiers, sources of noise in low level measurements, biomedical signal analysis and processing techniques, the main amplifier and driver stage, writing systems.

UNIT-III

Biomedical Recorders: Electrocardiograph, vectorcardiograph (Vcg), phonocardiograph (Pcg), digital stethoscope, electroencephalograph (Eeg), electromyograph.

Patient Monitoring Systems: System concepts, cardiac monitor, bedside patient monitoring systems, central monitors, measurement of heart rate, measurement of temperature, measurement of respiration rate, catheterization laboratory instrumentation, ambulatory monitoring instruments.

UNIT-IV

Cardiac Pacemakers and Defibrillators: Need for cardiac pacemaker and defibrillator, external pacemakers, implantable pacemakers, pacing system analyzer, DC defibrillator, implantable defibrillators, types of defibrillators, defibrillator analyzer.

Patient Safety: Electric shock hazards, leakage currents, safety codes for electromedical equipment, electrical safety analyzer.

Text/Reference Books:

1. R S Khandpur: Handbook of biomedical instrumentation, 3rd ed., McGraw Hill Education.
2. Joseph D. Bronzino: The biomedical engineering handbook, 2nd ed., CRC Press.

ECP-9		Scientific Computing						
Lecture (Hrs.)	Tutorial (Hrs.)	Practical (Hrs.)	Credit	Major Test	Minor Test	Practical	Total	Time
3	-	-	3	75	25	-	100	3
Course Outcomes At the end of this course students will demonstrate the ability to								
CO1	To understand the concept of computational linear algebra and apply the matrix decompositions techniques to solve the problems of linear algebra							
CO2	To understand the concept of Scientific computing and will be able to find the solution of linear and non linear equations							
CO3	To learn the concept of Vector functions, partial derivatives, gradient and tangent planes							
CO4	To understand the various numerical techniques for solving differential equations and use MATLAB to visualize the solutions practically.							

Unit -I

Introduction to Computational Linear Algebra

Fundamental algorithms in computational linear algebra with relevance to all science concentrators. Basic linear algebra and matrix decompositions (Cholesky, LU, QR, etc.), round-off errors and numerical analysis of errors and convergence. Iterative methods and conjugate gradient techniques. Computation of eigenvalues and eigenvectors, and an introduction to least squares methods

Unit –II

Introduction to Scientific Computing

Numerical computations; Includes instruction for programming in MATLAB. Applications solution of linear equations (with vectors and matrices) and nonlinear equations (by bisection, iteration, and Newton's method),interpolation, and curve-fitting, difference equations, iterated maps, numerical differentiation and integration, and differential equations.

Unit –III

Vector Functions; Derivatives,tangent vector velocity,acceleration,arc length of space curve,curvature and normal vectors,functions of two or more variables,limits and continuity,partial derivatives,directional derivatives,gradient and tangent planes,second derivative ,maxima,minima,sable point

Unit -IV

Introduction to Numerical Solution of Differential Equations Fundamental numerical techniques for solving ordinary and partial differential equations. Overview of techniques for approximation and integration of functions Differential equations,First Order differential equations,variables separable form,solution of first order linear equation,second and higher order equations,solution of constant coefficient second order equation, Solution of two-point boundary value problems, introduction to methods for solving linear partial differential equations.

Text/Reference Books:

1. Calculus and Analytical Geometry (9^{th} Edition) Thomas and Finney Pearson Education
2. Calculus (5^{th} Edition) James Stewart
3. Advanced Engineering Mathematics (8^{th} Edition) Erwin Kreyszig John Willey and Sons
4. Linear Algebra (2^{nd} edition) Hoffman and Kunz Prentice Hall International
5. Linear Algebra Peter D.Lax
6. Differentials Equations with applications and Historical notes. Simmons G.F

ECO-5	Data Structures						
Lecture (Hrs.)	**Tutorial (Hrs.)**	**Practical (Hrs.)**	**Major Test**	**Minor Test**	**Total**	**Time**	**Credit**
3	**-**	**-**	**75**	**25**	**100**	**3 Hr.**	**3**
		Course Outcomes					
CO1	Student will be able to determine the time complexity of various operations on arrays						
CO2	Student will be able to select appropriate data structure for given application						
CO3	Student will be able to create link list and apply various operations.						
CO4	Student will be able to evaluate the traversal of binary trees and represent graphs						

Unit- I

Introduction: Concept of Data Structures, Design of suitable algorithm, algorithm analysis.
Arrays: 1-D arrays: Traversal, Selection, Searching, Insertion, Deletion and Sorting. Multi-D arrays, representation of arrays in physical memory, application of arrays

Unit- II

Stacks and Queues: Stacks: Stack operations, Application of Stacks, Queues: operations, circular queue, priority queue, deque
Pointers: Introduction, pointer variable, pointers and arrays, array of pointers, pointers and structures

Unit -III

Linked Lists: Introduction, Operations: Creation, Traversal, Searching, Insertion and Deletion. Circular and Doubly linked list, linked stacks and queues.

Unit-IV

Trees: Basic terminology, binary trees, representation of binary trees: linear and linked, traversal of binary trees
Graphs: graph terminology, representation of graphs: array based, linked list based, set based.

Text Books:
1.Data Structures using C by A. K. Sharma , Pearson Publication
2.Theory & Problems of Data Structures by Jr. Symour Lipschetz, Schaum's outline by TMH.
Reference Books:
1.Data Structures using C by A. M. Tenenbaum, Langsam, Moshe J. Augentem, PHI Pub
2.Data Structures and program design in C by Robert Kruse, PHI Expert Data Structures with C by R.B. Patel

ECO-6	Multimedia Communication						
Lecture (Hrs.)	**Tutorial (Hrs.)**	**Practical (Hrs.)**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**-**	**-**	**3**	**75**	**25**	**100**	**3 Hrs.**
PO	To familiarize the students with the concepts of basic multimedia communication systems and various compression algorithms of text, audio, image and video.						
Course Outcomes (CO)							
CO1	Students will understand the concept of multimedia communication system along with its applications and networks in detail.						
CO2	Students will be able to learn the concept of compression in detail. They will understand the techniques of text and image compression.						
CO3	In this outcome students will be well prepared of audio and video compression.						
CO4	Students will understand the concept internet, its applications and CBIR systems						

UNIT-I

Multimedia Communication: Introduction, Multimedia networks: Telephone networks, Data networks, Television Networks, ISDN, B-ISDN. Multimedia Applications: Interactive applications over the internet and Entertainment applications.

Digitization Principles, Representation of Text, Images, Audio and Video.

UNIT-II

Text Compression: Compression principles, Text Compression techniques: Static Huffman Coding, Dynamic Huffman Coding, Arithmetic Coding, Lempel Ziv and Lempel Ziv welsh coding.

Image Compression: Graphics interchange format, Tagged image file format, Joint Photographic Experts Group (JPEG).

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UNIT-III

Audio Compression: Differential Pulse Code Modulation, Adaptive Differential PCM, Adaptive Predictive coding, linear predictive coding and MPEG audio coders,

Video Compression: Video Compression principles, Frame types, Motion estimation and compensation, Implementation Schematics of I, P and B frames, H.261, H.263.

UNIT-IV

Multimedia Synchronization: Basic definitions and requirements Time stamping and Pack architecture.

Internet Applications: Domain name System, Electronic Mail, Internet Telephony, Content Based Image Retrieval Systems

Text Books:

1. Multimedia communications: Fred Halsall; Pearson Education Asia.

Reference Books:

1. Multimedia Systems" by Ralf Steinmetz and Klara Nahrstedt
2. Multimedia Systems, Standards, and Networks" by A. Puri and T. Chen

ECO-7	Consumer Electronics						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**0**	**0**	**3**	**75**	**25**	**100**	**3**
Course Outcomes							
CO1	To understand fundamentals of Monochrome and Colour TV systems.						
CO2	To understand television receivers and digital TV systems.						
CO3	To understand audio fundamentals and systems.						
CO4	To maintain various electronic home appliances.						

UNIT-I

Monochrome TV Systems and Colour TV Systems: Monochrome picture signal transmission and reception, scanning process, aspect ratio, persistence of vision and flicker, interlace scanning, picture resolution, Composite video signal, vestigial sideband transmission. Colour theory, Grassman's Law, hue, brightness, saturation, luminance and chrominance, Different types of TV camera tube, channel bandwidth.

UNIT-II

Television Receivers: Monochrome and colour picture tube, receiver controls, remote control, Television standards: PAL, SECAM, NTSC.

Digital TVs: working principle of HDTV, Principle and working of LCD and LED TV, Block diagram and working principle of OLED.

UNIT-III

Audio Fundamentals: Basic characteristics of sound signal: level and loudness, pitch, frequency response, fidelity and linearity, Reverberation, Microphone: working principle, characteristics, Types: carbon, condenser, crystal, electrostatic. Loudspeakers: working principle, Types: electrostatic, dynamic, permanent magnet.

UNIT-IV

FAX, Microwave Oven: types, single chip controllers, Washing Machine: wiring diagram, electronic controller for washing machine, types of washing machine, Air conditioner and Refrigerators: Components features, types and applications, Digital camera, ATM.

TEXT BOOKs:

- R.R. Gulati "Modern Television practices", New Age International Publication (P) Ltd. New Delhi Year 2011, latest edition.
- S.P. Bali., "Consumer Electronics", Pearson Education, 2010, latest edition.

REFERENCES:

- R Bali and S.P. Bali “Audio video systems : principle practices & troubleshooting”, Khanna Book Publishing Co. (P) Ltd., 2010Delhi , India, latest edition.
- R.G. Gupta “Audio video systems”, Tata Mc graw Hill, New Delhi, India 2010, latest edition.
- Jerry Whitaker & Blair Benson “Mastering Digital Television”, McGraw-Hill Professional, 2010 , latest edition.

ECO-8	Transducers & Its Applications						
Lecture	Tutorial	Practical	Credit	Major Test	Minor Test	Total	Time
3		-	3	75	25	100	3
Purpose	Understanding the structural and functional principles of sensors and transducers used for various physical and nonelectric quantities and how to use them to measure these quantities.						
Course Outcomes							
CO 1	Explain the principles of operation of the sensor parameters and generators						
CO 2	Interpretation of the measurement results by using transducers.						
CO 3	Development of measurement schemes for different non electrical quantities						
CO 4	Assimilating knowledge about the implementation of sensors and transducers.						

Unit-I

Definition of transducer. Advantages of an electrical signal as out-put. Basic requirements of transducers, Primary and Secondary Transducer, Analog or digital types of transducers. Resistive, inductive, capacitive, piezoelectric, photoelectric and Hall Effect tranducers.

Unit-II

Measurement of Pressure – Manometers, Force summing devices and electrical transducers **Measurement of Temperature** – Metallic resistance thermometers, semi conductor resistance sensors (Thermistors), thermo-electric sensors, pyrometers.

Unit-III

Measurement of Displacement – Potentiometric resistance type transducers, inductive type transducers, differential transformer (L.V.D.T), capacitive transducers, Hall effect devices, strain gage transducers. **Measurement of Velocity** – variable reluctance pick up, electromagnetic tachometers, photoelectric tachometer, toothed rotor tachometer generator.

Unit-IV

Measurement of Force – Strain-gage load cells, pneumatic load cell, LVDT type force transducer. **Measurement of Torque** – Torque meter, torsion meter, absorption dynamometers, inductive torque transducer, digital methods.

Suggested Books:

1. B.C. Nakra, K.K. Chaudhry, "Instrumentation Measurement and Analysis," Tata McGraw-Hill Publishing Company Limited, New Delhi.
2. Thomas G. Beckwith etc. all, "Mechanical Measurements (International Student Edition), Addison-Wesley Longman, Inc. England.
3. A.K. Sawhney, " A Course in Electrical and Electronic Measurements and Instrumentation," Dhanpat Rai & Sons, Delhi-6.

Bachelor of Technology (Electronics & Communication Engineering) (Credit Based)
KURUKSHETRA UNIVERSITY KURUKSHETRA
Scheme of Studies/Examination
Semester VII (w.e.f. session 2021-2022)

S. No.	Course No.	Subject	L:T:P	Hours/ Week	Credits	Examination Schedule (Marks)				Duration of Exam (Hrs)
						Major Test	Minor Test	Practical	Total	
1	HM- 904	Intellectual Property Rights for Technology Development & Management	3:0:0	3	3	75	25	0	100	3
2	ECP*	Program Elective-III	3:0:0	3	3	75	25	0	100	3
3	ECP*	Program Elective-IV	3:0:0	3	3	75	25	0	100	3
4	ECP*	Program Elective-V	3:0:0	3	3	75	25	0	100	3
5	ECO*	Open Elective-III	3:0:0	3	3	75	25	0	100	3
6	EC-401L	Project Stage-I	0:0:6	6	3	-	40	60	100	3
7	**EC-403	Industrial Training-III	2:0:0	2	-	-	*100	-	*100	3
		Total		**23**	**18**	**375**	**165**	**60**	**600**	

*** The course of both Program Elective and Open Elective will be offered at 1/3rd strength or 20 students (whichever is smaller) of the section.**

**EC-403 is a mandatory credit-less course in which the students will be evaluated for the industrial training undergone after 6th semester and students will be required to get passing marks to qualify.

Bachelor of Technology (Electronics & Communication Engineering) (Credit Based)
KURUKSHETRA UNIVERSITY KURUKSHETRA
Scheme of Studies/Examination

LIST OF OPEN ELECTIVES (B.TECH. ECE)		
SEM	**CODE**	**SUBJECT**
VII	ECO-9	Bio-informatics
	ECO-10	Electromechanical Energy Conversion
	ECO-11	Operating Systems
	ECO-12	Robotics
VIII	ECO-13	Machine Learning
	ECO-14	Soft Computing
	ECO-15	Neural Networks and Fuzzy Logic
	ECO-16	Software Defined Radio
	ECO-17	Statistics and Operational Research
	ECO-18	Biomedical Signal Processing
	ECO-19	Internet of Things
	ECO-20	Wireless Sensor Networks

LIST OF PROGRAM ELECTIVES (B.TECH. ECE)		
SEM	**CODE**	**SUBJECT**
VII	ECP-10	Fiber Optic Communications
	ECP-11	Nano electronics
	ECP-12	Microwave Theory and Techniques
	ECP-13	Adaptive Signal Processing
VIII	ECP-14	Wireless Sensor Networks
	ECP-15	Satellite Communication
	ECP-16	High Speed Electronics
	ECP-17	Wavelets
	ECP-18	Embedded systems
	ECP-19	Mixed Signal Design
	ECP-20	Error correcting codes
	ECP-21	Digital Image & Video Processing
	ECP-22	Mobile Communication and Networks
VIII	ECP-23L	IoT Lab
	ECP-24L	Artificial Intelligence and Data Science Lab
	ECP-25L	Robotics Lab
	ECP-26L	Wireless Communication Lab
	ECP-27L	Microwave Communication Lab
	ECP-28L	Biomedical Lab

Bachelor of Technology (Electronics & Communication Engineering) (Credit Based)
KURUKSHETRA UNIVERSITY KURUKSHETRA
Scheme of Studies/Examination
Semester VIII(w.e.f. session 2021-2022)

S. No.	Course No.	Subject	L:T:P	Hours/ Week	Credits	Examination Schedule (Marks)				Duration of Exam. (Hrs.)
						Major Test	Minor Test	Practical	Total	
1	ECP*	Program Elective-VI	3:0:0	3	3	75	25	0	100	3
2	ECP*	Program Elective-VII	3:0:0	3	3	75	25	0	100	3
3	ECO*	Open Elective-IV	3:0:0	3	3	75	25	0	100	3
4	ECO*	Open Elective-V	3:0:0	3	3	75	25	0	100	3
5	EC-402L	Project Stage-II	0:0:10	10	5	-	40	60	100	3
6	ECP*	Program Elective Labs	0:0:4	4	2	-	40	60	100	3
		Total		**26**	**19**	**300**	**180**	**120**	**600**	

***The course of both Program Elective and Open Elective will be offered at 1/3rd strength or 20 students (whichever is smaller) of the section.**

Bachelor of Technology (Electronics & Communication Engineering) (Credit Based)
KURUKSHETRA UNIVERSITY KURUKSHETRA
Scheme of Studies/Examination

LIST OF OPEN ELECTIVES (B.TECH. ECE)		
SEM	**CODE**	**SUBJECT**
VII	ECO-9	Bio-informatics
	ECO-10	Electromechanical Energy Conversion
	ECO-11	Operating Systems
	ECO-12	Robotics
VIII	ECO-13	Machine Learning
	ECO-14	Soft Computing
	ECO-15	Neural Networks and Fuzzy Logic
	ECO-16	Software Defined Radio
	ECO-17	Statistics and Operational Research
	ECO-18	Biomedical Signal Processing
	ECO-19	Internet of Things
	ECO-20	Wireless Sensor Networks

LIST OF PROGRAM ELECTIVES (B.TECH. ECE)		
SEM	**CODE**	**SUBJECT**
VII	ECP-10	Fiber Optic Communications
	ECP-11	Nano electronics
	ECP-12	Microwave Theory and Techniques
	ECP-13	Adaptive Signal Processing
VIII	ECP-14	Wireless Sensor Networks
	ECP-15	Satellite Communication
	ECP-16	High Speed Electronics
	ECP-17	Wavelets
	ECP-18	Embedded systems
	ECP-19	Mixed Signal Design
	ECP-20	Error correcting codes
	ECP-21	Digital Image & Video Processing
	ECP-22	Mobile Communication and Networks
VIII	ECP-23L	IoT Lab
	ECP-24L	Artificial Intelligence and Data Science Lab
	ECP-25L	Robotics Lab
	ECP-26L	Wireless Communication Lab
	ECP-27L	Microwave Communication Lab
	ECP-28L	Biomedical Lab

BTE-301	Recombinant DNA Technology (B.Tech. Biotechnology Semester V)						
Lecture	Tutorial	Practical	Credit	Major Test	Minor Test	Total	Time
3	-	-	3	75	25	100	3 Hrs.
Purpose	To familiarize the students with the concepts and tools of Genetic Engineering						
Course Outcomes							
CO1	Learner will know about different tools used for Genetic Engineering						
CO2	Students will be able to understand the fingerprinting methods						
CO3	This unit will enable the students to understand different types of mutation						
CO4	Students will be able to learn how to produce biomolecules by using RDNA tech						

UNIT I

1. **Tools of Recombinant DNA:** Restriction endonucleases. DNA/ RNA Modifying enzymes: Methylase, Alkaline phosphatase, Terminal deoxy nucleoside acetyl transferase,T4 Polynucleotide kinase. Blunt end ligation,Linkers Adapters,DNA labeling and detection.
2. **Cloning and Expression Vectors:** Plasmid, Cosmids, Bacteriophages, Phagemids as vectors. Binary and shittle vectors. Creating and screening a gene library cDNA library. Genetic transformation of prokaryotes. Basic strategies for cloning. Cloning DNA sequences encoding eukaryotic proteins. Selection of cloned genes.Vectors for cloning large pieces of DNA.

UNIT II

3. **Chemical synthesis, sequencing and amplification of DNA:** Chemical synthesis of DNA. DNA sequencing techniques. PCR. Analysis of eukaryotic DNA by chromosomal walking. Southern and Northern Blotting. Western Blotting. *In situ* hybridization.

4. **Isolation of cloned genes:** Probes to locate clones and related genes. Identification and isolation of tissue specific cDNA. Procedures to analyze proteins encoded by cDNA clones.

UNIT III

5. **DNA markers**: RFLP. RAPD and DNA fingerprinting.

6. **Study of gene functions:** Directed mutagenesis. Identification of mutant clones. Use of PCR to construct genes encoding chimeric proteins.

7. Mutagenesis-gateway to gene function and protein engineering.

UNIT IV

8. **Application of recombinant DNA in biotechnology:** In medicine and Industry: Production of small biomolecules: Production of insulin, human growth hormone and its variants. Hepatitis-B virus vaccine. Tailoring antibodies for specific applications. Biopolymers production. Heterologous Protein Production in Prokaryotes and Eukaryotes
9. Marshalling recombinant DNA to fight AIDS.

Text Books:

1. Recombinant DNA 2nd Edition. Watson, James D. and Gilman, M. (2001) W.H Freeman and Company, New York.
2. Molecular Biotechnology: *Principles Application of Recombinant DNA* 2nd Edition. Glick, B. R. and Pasternak, J. J. (1998) ASM press Washington DC.
3. Genetic Engineering. Ahluwalia, K. B. (2002) New Age International (P) Ltd.
4. An Introduction to Genetic Engineering 2nd edition Desmond Nicholl S.T. (2002) Cambridge University Press.
5. Genetic Engineering: *An introduction to Gene analysis and exploitation in eukaryotes*. Kingsman and Kingsman (1998) Blackwell Scientific Publication, Oxford.
6. DNA cloning: *A Practical Approach.* Glover and Hames (2001) Oxford University Press.

BTE-303	BIOPROCESS ENGINEERING (B. Tech. Biotechnology Semester V)						
Lecture	**Tutorial**	**Practical**	**Sessional**	**Theory**	**Total**	**Time**	**Credit**
3	**-**	**-**	**25**	**75**	**100**	**3 Hrs.**	**3**
Purpose	**To introduce the basics of Bioprocess Engineering to the students for applications in Biotechnology**						
Course Outcomes							
CO1	**Introduce the fundamentals of Bioprocess Engineering.**						
CO 2	**To make the students aware of the importance of formulation of culture media and sterilization of process fluids**						
CO 3	**To introduce the concept of configuration and different types of bioreactors**						
CO 4	**To make aware of the applications of Bioprocess Engineering to non-conventional Biological Systems**						

UNIT-I

1. **Introduction to Bioprocess Engineering**. History and Scope of Bioprocess Engineering. Basic concepts and approaches used in Bioprocess Engineering. Microbial growth Kinetics. Bioprocesses: Regulatory Constraints. Steps in Bioprocess development. Major products of biological processing.
2. **Basics of Bioprocess Engineering**. Introduction to Heat Transfer, Mass Transfer and Diffusion Concepts. Material and Energy Balances in a macroscopic view point. Variables, dimensions and units. Dimensionally Homogenous and non-homogenous equations. Standard conditions and ideal gases.

UNIT II

3. **Formulation of Fermentation Media**. Principles of microbial nutrition. Formulation of culture media. Factors influencing the choice of various carbon and nitrogen sources. Growth factors and precursors in fermentation media. Antifoaming and antifoam agents.
4. **Sterilization of Process fluids**. Kinetics of thermal death of cells and spores. Design of batch and thermal sterilization. Sterilization of air and filter design. Radiation and chemical sterilization.

UNIT III

5. **Design of Bioreactors**. Basic objective of fermenter design, aseptic operation & containment, body construction, agitator and sparger design, baffles, stirrer glands and bearings. Process parameters and measurement techniques: measurement of temperature, pressure and pH, DO, foam etc.; flow rate of liquid and gases; Automation (processes computerization). Validation of Fermentor

6. **Configuration and Types of Reactors**: Ideal and non-ideal reactors. Batch, plug flow reactor (PFR), continuous stirred tank reactor (CSTR), Fluidized bed reactor, air lift fermenter, and mechanical design of bioreactors.
7. **Choosing the Cultivation Method.** Modifying Batch and Continuous Bioreactors. Immobilized cell systems. Solid-state Fermentations and its applications. Rheology of fermentation fluids. Various approaches to scale-up including regime analysis and scale-down.

UNIT IV

8. **Applications of Bioprocess Engineering to non-conventional Biological Systems**. Bioprocess considerations in using animal and plant cell cultures. Use of Genetically Engineered Microorganisms in Bioprocess development.

Text Books-

1. Shuler, M. L. and Kargi, F. 2002. Bioprocess Engineering-Basic Concepts. Prentice Hall India, New Delhi.
2. Doran, P. M. 2013. Bioprocess Engineering Principles. Elsevier.
3. Mukhopadhyay, S. N. 2012. Process Biotechnology-Theory and Practice. The Energy and Resources Institute, New Delhi/

Reference Books-

1. Ward, O.P. 1991. Bioprocessing. New York
2. Nostrand, R. V., Belter, P.A., Cussler, E. L. and Hu, W. S. 1988. Bioseparations-Downstream Processing for Biotechnology.
3. Lydersen, K. B., D'elia, N. A. and Nelson, K. L. 1994. Bioprocess Engineering: Systems, Equipments and Facilities. John Wiley and Sons, New York.

BTE-305	Downstream Processing (B.Tech. Biotechnology Semester V)						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**-**	**-**	**3**	**75**	**25**	**100**	**3 Hrs**
Purpose	**To familiarize the students with the Downstream Processing**						
Course Outcomes							
CO1	Students will become familiar to upstream and downstream processing						
CO2	Students known about cell disintegration and primary methods of separation in DSP						
CO3	Students will develop knowledge to Emerging separation techniques						
CO4	Students will develop focus on different examples of DSP						

UNIT –I

1. **Introduction:** History and scope of downstream processing in biotechnology, problems, requirement of purification. Overview of a bioprocess including upstream and downstream processing., physicochemical basis of bioseparation

UNIT – II

2. **Cell disintegration:** Separation of particulate by centrifugation, settling, sedimentation, decanting and micro filtration. Primary isolation methods including solvent extraction and sorption.
3. **Purification methods:** Precipitation, electrophoresis, electro dialysis and various kinds of chromatography.

UNIT – III

4. **Emerging separation techniques: I**mmobilization, reverse osmosis, super critical fluid extraction evaporation, super liquid extraction and foam based separation. Separation of intracellular, extracellular, heat and photosensitive materials.

UNIT – IV

5. **Downstream processes and effluent treatment:** Applications of Unit Operations in Downstream with special reference to membrane separations & extractive fermentation, anaerobic and aerobic treatment of effluents. Typical examples effluent disposal in process industries.

Text books

1. Biochemical Engineering fundamentals 2nd ed. Bailey J. E. and Ollis D. F. (1986) MacGraw Hill, New York.

2. Principles of fermentation technology, Stanbury, P. F. and Whitaker, A. (1984), Pergamonpress.

3. Unit Operation of Chemical Engineering 6th ed. McCabe, W. L; Smith J. C and Harriott P. (2000). MacGraw Hill, New York

Reference Books

1. Bioseparation: Downstream Processing for Biotechnology. Belter, P. A.; Cussler E. L. and Hu W. S. (2003) John Wiley & Sons. OXFORD.

2. Bioseparations Science and Engineering, Harrison R.G.; Todd P.; Rudge S.R. and Petrides D.P. (2003). Oxford Press.

Note: The Examiner will be given the question paper template and will have to set the question paper according to the template provided along with the syllabus.

BTE-307	Healthcare Biotechnology (B.Tech. Biotechnology Semester V)						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time(H)**
3	**-**	**-**	**3.0**	**75**	**25**	**100**	**3**
Purpose	**To Learn the use of biotechnology in the area of healthcare and diagnosis**						
Course Outcomes							
CO1	**To understand the fundamental of diagnostics**						
CO2	**To understand the use of therapeutics agents in healthcare.**						
CO3	**To understand the diagnosis in molecular level.**						
CO4	**To understand advanced techniques in molecular diagnostics.**						

Unit I

Introduction to diagnostics in Heathcare Biotechnology: Different methods to daignose bacterial and parasitic infection. Signal amplification system. FACS. Assay development evalution and validation. Reagent formulation and their self life evalution.

Production of antibody in *E.coli*. Regulatory aspect of therapeutic proteins and approaches for producing HIV therapeutics agents.

Unit II

Therapeutics Agents in Pharmaceutical and Enzymes: Human Interferons, Human Growth Hormone, Tumor Necrosis factos, Dnase I, Alginate Lyase, Phenylalanine Ammonia Lyase and alpha-Antitrypsin.

Nucleic Acid as Therapeutic Agents: Antisense RNA, Ribozymes, Interfering RNAs and Antibody Genes.

Unit III

DNA Diagnostics: Radioactive and non radioactive nucleic acid hybridisation. DNA fingerprinting and RAPD as diagnostic tools.

Vaccines: Subunit Vaccines for herpese simplex virus and Foot-and-Mouth Disease. Genetic Immunization by DNA vaccine. Attenuated and vector vaccines.

Unit IV

Molecular Diagnosis of Genetic Disorder: Diagnosis before onset of symptoms and identification of carriers of heredity disorder. Significance in prenatal diagnosis. PCR/OLA Procedures for diagnosis heredity disease caused by mutation without affecting restrictions sites. Genotyping with FISH and related techniques. Detection of mutation.

Text Books:

1. Moloecular Biotechnology: Principles and Applications of Recombinant DNA. 3rd Edition. Glick Bernard R.and Pasternak Jack J. (1998), ASM Press washington DC.

2. Kuby's immunology, 5th Edition. Goldsby, R A., Kindt, T.Jand Osborne B.A.(2003). W. H. Freeman and company, New york.

Note: The Examiner will be given the question paper template and will have to set the question paper according to the template provided along with the syllabus.

BTE-307L	Recombinant DNA Technology Lab(B. Tech. Biotechnology Semester V)						
Lecture	Tutorial	Practical	Credit	Minor Test	Practical (Major Test)	Total	Time
-	-	3	1.5	40	60	100	3 Hrs
Purpose	To learn the experiments of Recombinant DNA Technology						
Course Outcomes							
CO1	The students will be able to digest, ligate and amplify the DNA						
CO2	The students will learn how to design primers						
CO3	The students will learn about protein expression						
CO4	Students will learn techniques of DNA extraction and its analysis						

LIST OF EXPERIMENTS

1. Target selection
2. Strategy for cloning
3. Primer design
4. Isolation of genomic DNA
5. Gene amplification by PCR
6. Ligation of desired gene sequence
7. Transformation
8. Verification of cloned DNA
9. Induction of expression
10. Verification of protein expression

References Book:

1.Molecular Cloning – A laboratory manual 3rd Edition Vol. 1-3. Sambrook J. and Russell D.W. (2001) Cold Spring Harbor laboratory Press, New York
2. Molecular Biology-Principles and Practices. Singh, N. and Siwach, P. Luxmi Publications, Delhi

BTE-309L	Fermentation and Downstrean Processing LAB (B.Tech. Biotechnology Semester V)						
Lecture	**Tutorial**	**Practical**	**Credit**	**Practical (Major Test)**	**Minor Test**	**Total**	**Time**
-	**-**	**3**	**1.5**	**60**	**40**	**100**	**3 Hrs.**
Purpose	**To familiarize the students with different Downstream Processing techniques**						
Course Outcomes							
CO1	**Students will learn how to optimized the fermentation conditions**						
CO2	**Students will learn different chromatography used in DSP**						
CO3	**Students will work on purification of antigen**						
CO4	**Students will work on cell lysis by different methods**						

Note: A college should offer 70% of the below listed experiments. The remaining 30% experiments may be modified by college according to facilities available

LIST OF EXPERIMENTS

1. **Study of factors affecting bioprocesses in submerged fermenters** (pH, O2, Temperature, Foam, Ingredients)

2. Purification of bacterial protein

a) Cell lysis by different methods.

b) Cell debris separation by different methods.

c) Column purification

I. Separation by Molecular weight.

II. Separation by charge.

III. Separation by metal affinity.

IV. Separation by Receptor-Ligand affinity.

d) Dialysis

e) Crystallization

f) Lyophilization

3. Purification of O-PS

a) Cell lysis

b) Harvesting of cells

c) Purification of O-PS antigens

References:

1. Biophysical Chemistry: Principles & techniques 2nd Edition. Upadhyay, A.; Upadhyay, K. and Nath, N. (2002) Himalaya Publication House, New Delhi.

2. Bioprocess Engineering: Systems, Equipment & facilities. Eds. Lydersen K.B.; D'elia N.A. and Nelson K.L. (1994) John Wiley & Sons, New York.
3. Physical Biochemistry 2nd Edition. Friefelder D. (1983) W.H. Freeman & Co., USA.
4. Physical Biochemistry: Principles & applications. Sheehan David (2000) John Wiley & Sons Ltd. New York.
5. Bioseparations- Downstream processing for biotechnology. Belter, P.A.; Cussler, E.L. and Hu, W.S. (1988) John Wiley and Sons, New York.
6. Encyclopedia of Bioprocess Technology: Fermentation, biocatalysis and bioseparation Vol. 1-5. Eds. Flickinger M.C. and Drew S.W. (1999) John Wiley & Sons, New York.

MC-903	Essence of Indian Traditional Knowledge B. Tech. Biotechnology (Semester V)							
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Practical	Total	Time (Hrs.)
3	0	0	--	100	--	--	100	3
Purpose	To impart basic principles of thought process, reasoning and inferencing.							
Course Outcomes								
CO 1	The students will be able to understand, connect up and explain basics of Indian traditional knowledge in modern scientific perspective.							

Course Contents

- Basic structure of Indian Knowledge System: अष्टादशविद्या -४वेद,४उपवेद (आयुर्वेद, धनुर्वेद, गन्धर्ववेद, स्थापत्य आदि) ६वेदांग (शिक्षा, कल्प, निरुक्त, व्याकरण, ज्योतिष, छंद) ४ उपाङ्ग (धर्मशास्त्र, मीमांसा, पुराण, तर्कशास्त्र)
- Modern Science and Indian Knowledge System
- Yoga and Holistic Health care
- Case studies

References

- V. Sivaramakrishnan (Ed.), *Cultural Heritage of India-course material*, Bharatiya Vidya Bhavan, Mumbai. 5th Edition, 2014
- Swami Jitatmanand, *Modern Physics and Vedant*, Bharatiya Vidya Bhavan
- Swami Jitatmanand, *Holistic Science and Vedant*, Bharatiya Vidya Bhavan
- Fritzof Capra, *Tao of Physics*
- Fritzof Capra, *The Wave of life*
- VN Jha (Eng. Trans.), *Tarkasangraha of Annam Bhatta*, International Chinmay Foundation, Velliarnad, Arnakulam
- *Yoga Sutra of Patanjali*, Ramakrishna Mission, Kolkata
- GN Jha (Eng. Trans.), Ed. RN Jha, *Yoga-darshanam with Vyasa Bhashya*, Vidyanidhi Prakashan, Delhi 2016
- RN Jha, *Science of Consciousness Psychotherapyand Yoga Practices*, Vidyanidhi Prakashan, Delhi 2016
- P B Sharma (English translation), *Shodashang Hridayan*

Pedagogy: Problem based learning, group discussions, collaborative mini projects.

Swami Jitatmanand, Modern Physics and Vedantharatiya Vidya Bhavan

•Swami Jitatmanand, Holistic Science and Vedantharatiya Vidya Bhavan •Fritzof Capra,

Tao of Physics •Fritzof Capra,

The Wave of life •VN Jha (Eng. Trans.), Tarkasangraha of Annam Bhatta, International Chinmay Foundation, Velliarnad,Arnakulam •

Yoga Sutra of Patanjali, RamakrishnaMission,Kolkata •

BTE-304	Plant Biotechnology (B.Tech. Biotechnology Semester VI)						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**-**	**-**	**3**	**75**	**25**	**100**	**3 Hrs.**
Purpose	**To familiarize the students with the concepts of tissue culture and transgenic plants**						
Course Outcomes							
CO1	**Students will learn about different types of tissue culture techniques**						
CO2	**Students will be able to understand about male and female tissues used for culturing**						
CO3	**Students will learn about different gene transfer methods**						
CO4	**Learner will be able to understand about transgenic plants and products**						

UNIT I

Introduction: Cyto and organogenic differentiation. Types of culture: seed, embryo, callus, organ, cell and protoplast culture. Secondary metabolites, their production and applications.

Micropropagation: Axillary bud proliferation, meristem and shoot tip culture, bud culture, organogenesis, embryogenesis, advantages and disadvantages of micropropagation.

In Vitro haploid production: Androgenic methods: anther culture, microspore culture, factors effecting and organogenesis. Significance and use of haploids, ploidy level and chromosome doubling, diplodization. Gynogenic haploids: factors effecting gynogenesis, chromosome elimination techniques for production of haploids in cereals.

UNIT II

Protoplast Isolation and fusion: Methods of protoplast isolation, protoplast development, somatic hybridization, identification and selection of hybrid cells, cybrids, potential of somatic hybridization, limitations.

Somaclonal variation: Nomenclature, methods, causes applications and disadvantages. Gametoclonal variation.

Germplasm storage and Cropreservation: Methods, cryoprotectants, pretreatment, freezing, storage, thawing, slow growth cultures, DNA clones, Advantages and disadvantages

UNIT III

Plant Growth Promoting bacteria: Nitrogen fixation, nitrogenase, hydrogenase, nodulation, Growth promotion by free-living bacteria

Gene transfer in plants: Transient and stable gene expression, marker genes, selectable markers, chimeric gene vectors.

Gene transfer methods: Agrobacterium, viruses and transposable elements. Vectorless or direct DNA transfer: Physical, chemical and imbibation methods of gene transfer.

UNIT IV

Transgenics in crop improvement: Resistance to biotic stresses- insect, virus and disease (fungus and bacterium) resistance, herbicide resistance. Development of stress and senescence-tolerance – Oxidative stress, salt stress and fruit ripening. Transgenics for : improved quality, longer life, flower color and shapes, for male sterility, for terminator seed. Trangenic plants as bioreactors: production of carbohydrates, lipids, vitamins and minerals, biodegradable plastics, peptides, proteins and edible vaccines. Commercial transgenic crops.

Text Books:

1. Introduction to Plant Biotechnology 2nd edition. Chawla, H.S. Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi
2. Molecular Biotechnology: Principles and Applications of recombinant DNA. Glick, B. R. and Pasternak J. J. (1998) ASM press, Washington DC.
3. Plant Tissue culture: Theory and Practice. Bhojwani, S.S. and. Razdan M.K (1996) Elsevier Science, Netherlands.

Reference Books:

1 Handbook of Plant Biotechnology, Vol. I and II. By Paul Christou and Harry Clee. John Wiley and Sons, Ltd.
2. Improving Plant draught, salt and freezing tolerance by gene transfer of a single stress-inducible transcription factor. (1999) *Nature Biotechnology 17(3):* 287-291. Kasuga, M., Q. Liu, et al.
3. Heterologous expression of *Arabidopsis* phytochrome B in transgenic potato influences photosynthetic performance and tuber development.(1999) *Physiology***120,** (1):73-81. Thiele, A., Herold M., et al.
4. Exploiting the full potential of disease-resistance genes for agricultural use. Curr Opin Biotechnol. 2000 Apr;11(2):120-5. Review Rommens CM, Kishiore GM
8. Directed molecular evolution in plant improvement. Curr Opin Plant Biol. 2001 Apr;4(2):152- 156. Review. Lassner M, Bedbrook J.

Note: The Examiner will be given the question paper template and will have to set the question paper according to the template provided along with the syllabus

BTE- 306	Animal Biotechnology (B.Tech. Biotechnology Semester VI)						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**-**	**-**	**3.0**	**75**	**25**	**100**	**3 Hrs.**
Purpose	**To introduce the students with basics of Animal Biotechnology.**						
Course Outcomes							
CO1	**Basic concepts of animal cell culture.**						
CO2	**To understand the concept of Reproductive Biotechnology.**						
CO3	**To learn the concepts of Molecular biological techniques for rapid diagnosis of genetic diseases.**						
CO4	**To learn the theoretical aspects of Transgenic animals Methodology.**						

UNIT I

Introduction and Scope of Animal Biotechnology. History and scope of animal cell culture; Cell culture media and reagents, culture of cells, tissues and organs, establishment of cell culture, continuous cell lines, suspension cultures, application of animal cell culture for *in vitro* testing of drugs

UNIT II

Reproductive Biotechnology: Artificial insemination, super ovulation, In *Vitro* fertilization and embryo transfer. Cryopreservation of cell lines and animal germplasm (i.e. semen, ovum and embryos). DNA bar coding.

UNIT III

Molecular biological techniques for rapid diagnosis of genetic diseases and gene therapy. Transfection. Establishment of immortal cell lines, expression of mammalian genes in prokaryotic and eukaryotic systems. Extinction of gene function by antisense RNA and DNA. Brief account of gene silencing.

UNIT IV

Transgenic animals Methodology: Retroviral vector method, DNA microinjection method and engineered embryonic stem cell method. Cloning by nuclear transfer. Yeast artificial chromosome transgenesis.

Text Books:

1. Principles of Gene Manipulations 6th edition. Primrose S.B.; Twyman, R. and Old B. (2002) Blackwell Publishing.
2. Molecular Biotechnology: Principles and Applications of recombinant DNA 2nd Edition. Glick, B. R. and Pasternak J. J. (1998) ASM press, Washington DC.
3. Animal Cell Biotechnology : Spier, R.E. and Griffiths J.B. (1988) Academic press.

References:

1. Living resources for Biotechnology, Animal cells. Doyle, A.; Hay, R. and Kirsop, B.E. (1990) Cambridge University Press, Cambridge.
2. Animal Biotechnology. Murray Moo-Young (1989) Pergamon Press, Oxford.
3. Introduction of Aquaculture Landau Matthew (1991) John Wiley & Sons, New York.
4. Lincoln PJ & Thomson J. 1998. *Forensic DNA Profiling Protocols*. Humana Press.
5. Gordon I. 2005. *Reproductive Techniques in Farm Animals*. CABI.
6. Culture of Animal Cells – a manual of basic techniques 4th Edition. Freshney, R. I. (2000) John Wiley & Sons, New York.

Note: The Examiner will be given the question paper template and will have to set the question paper according to the template provided along with the syllabus

BTE-308	Food Biotechnology (B.Tech. Biotechnology Semester VI)						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**-**	**-**	**3**	**75**	**25**	**100**	**3 Hrs**
Purpose	**To familiarize the students with various aspects of Food Biotechnology**						
Course Outcomes							
CO 1	**Student to learn the method of fermentation and know about fermented foods and fermentation industries.**						
CO 2	**To learn the development of novel food and food ingredients.**						
CO 3	**Able to understand various methods of preservation**						
CO 4	**Student will learn about monitoring of food quality and packaging techniques.**						

UNIT I

1. **Introduction to human nutrition**; Nutritive values of foods; Basal metabolic rate

2. **Food Fermentation Technology**: Food as substrate for microorganisms: Classification of foods. Scope and development of fermented products, important fermented foods and beverages, Significance of fermentation. Food Fermentation Industries, Methods of waste disposal from various food industries

UNIT II

3. **Novel Food and Food Ingredients**: Low calorie sweeteners, food supplements, food colorings, probiotics.

4. **Neutraceuticals:** Sources, Types, Significance, role of nutraceuticals in prevention and control of diseases.

UNIT III

5. **Food Spoilage**: Factors affecting spoilage- Intrinsic and extrinsic factors affecting microbial growth in foods: Intrinsic factors (Nutrient contents, pH, moisture contents/water activity, Antimicrobial substances), Extrinsic factors (relative humidity, temperature, gaseous atmosphere).

6. **Methods of food preservation**- Thermal processing, Cold preservation, Chemical preservatives & food dehydration, Use of Radiations for food preservation. Preservation by fermentation: curing and pickling.

UNIT IV

7. **Monitoring of food quality** - HACCP.

8. **Packaging of Food:** Need for packaging, Containers for packaging (glass, metal, plastics and aluminium foil). Types of Packaging- Primary, Secondary and Tertiary; Flexible Packaging, Biodegradable Packaging.

Text Books:

1. Microbiology 5th Edition. Prescott, L.M.; Harley, J.P. and Klein, D.A.(2003) McGraw Hill, USA

2. Food Microbiology: Fundamentals and Frontier 2nd Eds. Ed. Beuchat, Doyle & Montville. (2001). Blackwell Synergy.

3. Food Microbiology. Frazier, W.C. and Westhoff, D.C. (2010) Tata Mc-Graw Hill, New Delhi.

4. Modern Food Microbiology. Jay, J.M. (1996) CBS Publishers and Distributors, New Delh

5. Foods: Facts and Principles. (2012) N. Shakuntala Manay and M. Shadakshara Swami. New Age International (P) Ltd, Publishers

Reference Books:

1 Biotechnology: Food Fermentation Vol. I & II. Eds. Joshi, V.K. & Pandey, A. (1999) Educational Publishers and Distributers, Kerala.

2 Biotechnological Strategies in Agroprocessing. Eds. Marwaha S.S & Arora, J.K. (2003)

3. Ray, Bibek.(1996). Fundamental Food Microbiology .CRC Press.

Food Microbiology 2nd ed, Adam, M. R. and Moss (2003) Panima Pub, New Delhi.

Note: The Examiner will be given the question paper template and will have to set the question paper according to the template provided along with the syllabus.

BTE-310	Environmental Biotechnology& Engineering (B.Tech. Biotechnology Semester VI)						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**-**	**-**	**3**	**75**	**25**	**100**	**3 Hrs**
Purpose	**To introduce the students with role of environmental biotechnology in pollution control**						
Course Outcomes							
COI	**The students will be able to understand the microbiology and biochemistry of waste water treatment**						
COII	**The students will learn different methods for waste water treatment using bioreactors**						
COIII	**The students will understand the concept of bioremediation and its applications**						
CO IV	**Students will know novel and biotechnological methods for waste treatment and pollution control**						

UNIT – I

1. **Role of Biotechnology in Environment Protection:** Introduction and current status of biotechnology in environment protection, pollution control and waste treatment.
2. **Classification and Characterization of Waste:** Physicochemical characteristics of waste material, Waste Material suitable for biological treatment, Estimation of COD and BOD.

UNIT II

3. **Biological Treatment of Waste: I**mpact of pollutants on biotreatment, Recommended Effluent treatment methods. Use of packaged microorganisms and genetically engineered organisms.
4. **Treatment of Industrial Effluent: A**erobic biological treatment, anaerobic biological treatment. Pulp and paper mill effluent, dye effluent, distillery effluent etc.
5. **Removal of Pollutants using plants and microbes:** Phytoaccumulation, Phytovolatilization, Phytoabsorbtion, Rhizofilteration**,** role and significance of microbes .

UNIT III

6. **Bioremediation :** Definition, Types of bioremediation. Bioaugmentation, Biostimulation Applications of bioremediation, Biomarkers, Biosensors.

7. **Biotechnology for Hazardous Waste Management :** Xenobiotic compounds, recalcitrant and hazardous waste, Biodegradation of xenobiotics.

UNIT IV

8. **Solid Waste Management :** Incineration, Composting, Biogas Plant**.**
9. **Restoration of degraded lands :** Development of stress tolerant plants, use of mycorrhizae and microbes for improving soil fertility. Organic farming and Vermitechnology,
10. **Novel Methods for Pollution Control :** Aiming for biodegradable and ecofriendly products.

Text Books

1. 1. Environmental Biotechnology. Jogland, S.N. (1995) Himalaya Publishing House, New Delhi.
2. 2. Environmental Biotechnology: Bhattacharya and Banerjee (2007) Oxford University Press.
3. 2. Comprehensive Biotechnology (Vol. 1-4) Young Murray Moo (Ed.) 1985 Elsevier Sciences.

References Books:

4. 1. Waste water Engineering Treatment, Disposal and Reuse. Metcalf & Eddy (1991) McGraw Hill.
5. 2. Biochemical Engineering Fundamentals 2nd ed. Bailey, J. E. and Ollis, D. F. (1986) MacGraw Hill. New York

Note: The Examiner will be given the question paper template and will have to set the question paper according to the template provided along with the syllabus.

HM-902	Business Intelligence & Entrepreneurship (B.Tech. Biotechnology Semester VI)						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**-**	**-**	**3**	**75**	**25**	**100**	**3 Hrs**
Purpose	**To introduce the students with role of environmental biotechnology in pollution control**						
Course Outcomes							
COI	**Students will be able to understand who the entrepreneurs are and what competences needed to become an Entrepreneur**						
COII	**Students will be able to understand insights into the management, opportunity search, identification of a Product; market feasibility studies; project finalization etc. required for small business enterprises**						
COIII	**Students can be able to write a report and do oral presentation on the topics such as product identification, business idea, export marketing etc.**						
CO IV	**Students be able to know the different financial and other assistance available for the establishing small industrial units**						

UNIT -I

Entrepreneurship : Concept and Definitions; Entrepreneurship and Economic Development; Classification and Types of Entrepreneurs; Entrepreneurial Competencies; Factor Affecting Entrepreneurial Growth – Economic, Non-Economic Factors; EDP Programmes; Entrepreneurial Training; Traits/Qualities of an Entrepreneurs; Manager Vs. Entrepreneur, Entrepreneurial challenges.

UNIT -II

Opportunity / Identification and Product Selection: Entrepreneurial Opportunity Search &Identification; Criteria to Select a Product; Conducting Feasibility Studies; Sources of business ideas, Marketing Plan : Conducting of Marketing Research, Industry Analysis, Competitor analysis, market segmentation and positioning, building a marketing plan, marketing mix, launching a new product; export marketing, Methods of Project Appraisal, Project Report Preparation; Specimen of Project Report; Project Planning and Scheduling using Networking Techniques of PERT / CPM.

UNIT -III

Small Enterprises and Enterprise Launching Formalities : Definition of Small Scale; Rationale; Objective; Scope; SSI; Registration; NOC from Pollution Board; Machinery and Equipment Selection , Role of SSI in Economic Development of India; major problem faced by SSI,MSMEs – Definition and Significance in Indian Economy; MSME Schemes, Challenges and Difficulties in availing MSME Schemes.

Unit -IV

Role of Support Institutions and Management of Small Business : DIC; SIDO; SIDBI; Small Industries Development Corporation (SIDC); SISI; NSIC; NISBUD; State Financial Corporation SIC; Venture Capital : Concept, venture capital financing schemes offered by various financial institutions in India.

Special Issues for Entrepreneurs: Legal issues – Forming business entity, requirements for formation of a Private/Public Limited Company, Entrepreneurship and Intellectual Property Rights: IPR and their importance. (Patent, Copy Right, Trademarks) , Case Studies-At least one in whole course.

Note:

• Case studies of Entrepreneurs – successful, failed, turnaround ventures should be discussed in the class.

• Exercises / activities should be conducted on 'generating business ideas' and identifying problems and opportunities.

• Interactive sessions with Entrepreneurs, authorities of financial institutions, Government officials should be organized

Suggested Readings:

1. "Entrepreneurship development small business enterprises", Pearson, Poornima M Charantimath,2013.
2. Roy Rajiv, "Entrepreneurship", Oxford University Press, 2011.
3. "Innovation and Entrepreneurship",Harper business- Drucker.F, Peter, 2006.
4. "Entrepreneurship", Tata Mc-graw Hill Publishing Co.ltd new Delhi- Robert D. Hisrich, Mathew J. Manimala, Michael P Peters and Dean A. Shepherd, 8th Edition, 2012
5. Enterpreneurship Development- S.Chand & Co.,Delhi- S.S.Khanka 1999
6. Small-Scale Industries and Entrepreneurship. Himalaya Publishing House, Delhi –Vasant Desai 2003.
7. Entrepreneurship Management -Cynthia, Kaulgud, Aruna, Vikas Publishing House, Delhi, 2003.
8. Entrepreneurship Ideas in Action- L. Greene, Thomson Asia Pvt. Ltd., Singapore, 2004.

Note: The Examiner will be given the question paper template and will have to set the question paper according to the template provided along with the syllabus

BTE-312 L	Animal Cell Culture Lab (B.Tech. Biotechnology Semester VI)						
Lecture	**Tutorial**	**Practical**	**Credit**	**Minor Test**	**Practical (Major Test)**	**Total**	**Time**
-	**-**	**3**	**1.5**	**40**	**60**	**100**	**3 Hrs**
Purpose	**To learn the Practical Aspects of Animal cell Culture lab**						
Course Outcomes							
CO1	**Learning of Sterilization Techniques used in Animal cell culture Lab**						
CO2	**Learning of Preparation of reagents and media for cell culture.**						
CO3	**Students will learn Quantification of cells**						
CO4	**Students will learn Cryopreservation of cell primary cultures and cell lines**						

LIST OF EXPERIMENTS:

1. Packing and sterilization of glass and plastic wares for cell culture.
2. Preparation of reagents and media for cell culture.
3. Primer culture technique chicken embryo fibroblast.
4. Secondary culture of chicken embryo fibroblast.
5. Quantification of cells by trypan blue exclusion dye.
6. Isolation of lymphocytes and cultivation of lymphocytes
7. Study of effect of toxic chemicals on cultured mammalian cells
8. Study of effect of virus on mammalian cells.
9. Cryopreservation of cell primary cultures and cell lines.

Text Books:

1. Culture of Animal Cells – a manual of basic techniques 4th Edition. Freshney, R. I. (2000) John Wiley & Sons, New York.

References:

1. Animal Cell Biotechnology. Spier, R. E. and Griffiths, J. B. (1988) Academic Press.
2. Living resources for biotechnology: Animal Cells. Doyle, A.; Hay, R. and Kirsop, B. E. (1990) Cambridge University Press.
4. Portner R. 2007. Animal Cell Biotechnology. Humana Press.

BTE-314 L	Plant Cell Culture Lab (B.Tech. Biotechnology Semester VI)						
Lecture	**Tutorial**	**Practical**	**Credit**	**Minor Test**	**Practical (Major Test)**	**Total**	**Time**
-	**-**	**3**	**1.5**	**40**	**60**	**100**	**3 Hrs**
Purpose	**To learn the Practical Aspects of Plant cell Culture lab**						
Course Outcomes							
CO1	**Student will learn basic sterilization and nutrient media preparation technique.**						
CO2	**Student will able to propagate rare and endangered plant species through direct and indirect methods**						
CO3	**To study somaclonal variations and somatic cell embryogenesis**						
CO4	**To study fidelity of in vivo and in vitro grown cell culture and applications.**						

List of Experiments

1. Laboratory set up for plant cell tissue culture.
2. Preparation of culture media, Nutrients stock solutions and chelating agents.
3. Handling and sterilization of plant material.
4. Establishment of callus culture using different explants.
5. Inoculation and subculture for mass propagation of callus.
6. Callus development stages for somatic embryogenesis.
7. Direct plant regeneration from axillary nodes and nodal tissues.
8. Seed culture on MS media.
9. Isolation of plant genomic DNA using CTAB method.
10. Agrobacterium mediated gene transfer method for gene transfer.
11. Study of fidelity in direct and indirect method of culture (Somaclonal variations).
12. Application of using Plant cell culture in human scenario.

References

1. Plant Tissue Culture- Theory and Practice. Bhojwani ,S.S. and Rajdan ,M.K. (1996).Elsevier, Amsterdam.

BTE-316 L	Food and Environmental Biotechnology Lab (B.Tech. Biotechnology Semester VI)						
Lecture	**Tutorial**	**Practical**	**Credit**	**Minor Test**	**Practical (Major Test)**	**Total**	**Time**
-	**-**	**3**	**1.5**	**40**	**60**	**100**	**3 Hrs**
Purpose	**To learn the practical aspects of food and environmental biotechnology**						
Course Outcomes							
CO1	**Students will microbiologically analyze different food samples.**						
CO2	**Students will learn to test the quality of water, waste water and milk**						
CO3	**Students will learn the technique of isolation and purification of bacteria from contaminated soil**						
CO4	**Students will explore the vermicomposting plant and learn the technique of vermicomposting and biogas formation**						

List of LABORATORY EXPERIMENTS

(Any 10 experiments will be conducted depending upon the availability of chemicals and instruments)

A. Food Biotechnology:

1. Estimation of proteins in different food samples.
2. Microbiological analysis of food samples.
3. Estimation of viscosity in different liquids .
4 Testing of Milk and Milk Products- Testing the adulterants present in milk.
5. Assay of Vitamin c in juices.
6. Determination of pH and Moisture in food sample
7. Analysis of carbohydrates in various food products

B. Environmental Biotechnology:

8. Qualitative analysis of water/waste water:
9. Bacterial analysis of waste water.
10. Determination of hardness, alkalinity, Electrical conductivity, chlorides and pH.
11. Determination of soluble phosphates.
12. Determination of BOD and DO contents.
13. Decolourization of industrially important dyes by microbes.
14. Isolation of resistant Bacteria from soil containing pollutants .
15. Visit to Vermicomposting Plant .

Text Books:

1. Microbiology- A laboratory manual. 4th edition. Cappuccino J. and Sheeman N. (2000) Addison Wesley, California.
2. Environmental Microbiology – A Laboratory Manual Pepper. I.L.; Gerba, C.P. and Brendecke, J.W.(1995) Academic Press, New York.

Reference Books:

1. Microbiology. Pelczar Jr., M.J.; Chan, E.C.S. and Krieg, N.R. (1993) Tata McGraw Hill, New Delhi

2. Experiments in Microbiology, Plant Pathology and Biotechnology. 4th Edition. Aneja, K.R.

(2003) w Age International Publishers, New Delhi**.**

3. Manual of Industrial Microbiology and Biotechnology. 2nd Edition. Ed. Arnold L. Demain and Julian E. Davies (1999) ASM Press Washington D.C.

OEC-BT-302	Nano Biotechnology (B.Tech. Biotechnology Semester VI)						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**-**	**-**	**3.0**	**75**	**25**	**100**	**3 Hrs.**
Purpose	**To familiarize the students about different aspects of Nano Biotechnology.**						
Course Outcomes							
CO1	**Students will learn about Nano biotechnology and different characterization techniques**						
CO2	**Students will be able to understand about basics of BioMEMS and different advancements in sensors**						
CO3	**Students will learn about different types of nanomaterials**						
CO4	**Students will have clear idea about different applications of nanotechnology in life science**						

UNIT-I

1. **Introduction to Nanotechnology:** Definition of Nano biotechnology, A brief history of the Super small, Bottom-up versus top-down, discussion on nanofabrication, nanolithography, Nano biotechnology, Structure property relations in materials, materials characterization techniques, microelectronic fabrication, scanning tunneling and atomic force microscopy, Biomolecule-surface interactions, DNA microarrays.

UNIT-II

2. **BioMEMS**: Introduction and overview, biosignal transduction mechanisms. Electromagnetic transducers: basic sensing mechanisms, basic actuating mechanisms. Case studies in biomagnetic sensors. Mechanical transducers: basic sensing mechanisms, basic actuating mechanisms. Case studies in microfluidic devices. Chemical transducers: basic sensing mechanism, basic actuating mechanism, ultimate limits of fabrication and measurement. Recent developments in BioMEMS.

UNIT-III

3. **Nanomaterials:** Buckyballs and buckytubes, fluidics, manufacturing, diagnostics and sensors, nanobiosensors, Fullerenes, Carriers, Dendrimers, nanoparticles, membrane/matrices, nanoshells, quantum dot nanocrystals, nanotubes and hybrid biological/ inorganic devices.

UNIT-IV

4. **Applications of nanotechnology in the life science:** Leading applications of nanobiotechnology: drug delivery. Bioavailability, sustained and targeted release, nanorobots. Benefits of nano drug delivery. Drug delivery using nanocrystals, drug discovery using Resonance Light Scattering (RLS) technology, rapid ex-vivo diagnostics, benefits of nano-imaging agents, nanoscale biosensors, nanosensors, nanosensors as diagnostics, nanotherapeutics

References Books

1. Unbounding the future by K Eric Drexler, C.Pelerson, G.Pergamit Willaim Marrow and Company, 1993

2. Biological molecules in Nanotechnology By Stephen Lee and Lynn M Savage, 2004

3. Nanotechnology By mark Ratner and Dan Ratner, Prentice Hall, 2005.

OEC-BT-318	Introduction to MEMS (B.Tech. Biotechnology Semester VI)						
Lecture	Tutorial	Practical	Credit	Major Test	Minor Test	Total	Time
3	-	-	3	75	25	100	3 Hrs.
Purpose	To familiarize the students with the Basics of MEMS system.						
Course Outcomes							
CO1	The students will be able to understand the operation of Micro and Nano scale devices						
CO2	Able to learn about applications and technologies used to fabricate MEMS.						
CO3	Able to analyze the simple devices using relevant mechanical/electrical engineering principles.						
CO4	Able to build simple system.						

UNIT -I

Introduction: micro- and nano-scale size domains; scaling of physical laws; MEMS materials and processes; MEMS devices and applications

UNIT -II

Introduction to Submicron Technology: semiconductor materials; photolithography; doping; thin film growth and deposition; CVD and Ion Implantation, metallization; wet and dry etching; silicon micromachining; metal MEMS processes; submicron optical lithography; electron beam lithography; soft lithography and printing.

UNIT-III

MEMS Sensors and Actuators: mechanics including elasticity, beam bending theory, membranes/plates; micro actuators based on various principles, electrostatic, electromagnetic, piezoelectric and SMA; actuator applications e.g. inkjet, electrical and optical switching; physical sensors e.g. acceleration, strain, flow; chemical sensors.

UNIT-IV

Microfluidics: transport in micro-channels; microfluidic components (filters, mixers, valves, and pumps) Bio-Nano (Materials and processes for BioMEMS, Applications: µTAS, Biochips)

Reference Books

Foundations of MEMS, Chang Liu, Prentice Hall (2006)

Fundamentals of Micro fabrication, Marc Madou, CRC (2002)

Introduction to BioMEMS – Albert Folch, CRC (2012)

Note: The Examiner will be given the question paper template and will have to set the question paper according to the template provided along with the syllabus

OEC-BT-320	Non-Conventional Energy Resources (B.Tech. Biotechnology Semester VI)						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**-**	**-**	3	**75**	**25**	**100**	**3 Hrs**
Purpose	**To familiarize the students with the Basics of Non –Conventional Energy Resources.**						
Course Outcomes							
CO1	**The students will be able to explain the classification of NCES**						
CO2	**Able to learn about different aspects of solar energy**						
CO3	**Able to understand the different aspects of wind energy.**						
CO4	**Able to learn about principles of ocean thermal energy conversion**						

UNIT – I

Statistics on conventional energy sources and supply in developing countries, Definition Concepts of NCES, Limitations of RES, Criteria for assessing the potential of NCES. Classification of NCES – Solar, Wind, Geothermal, Bio-mass, Ocean Energy Sources, comparison of these energy sources.

UNIT – II

Solar Energy-Energy available form Sun, Solar radiation data, Solar energy conversion into heat, Flat plate and Concentrating collectors, Mathematical analysis of Flat plate collectors and collector efficiency, Principle of Natural and Forced convection, Solar engines-Stirling, Brayton engines, Photovoltaic, p-n junction, solar cells, PV systems, Stand-alone, Grid connected solar power satellite.

UNIT – III

Wind energy conversion, General formula -Lift and Drag- Basis of wind energy conversion: Effect of density, frequency variances, angle of attack, and wind speed. Windmill rotors Horizontal axis and vertical axis rotors. Determination of torque coefficient, Induction type generators- working principle.

UNIT – IV

Introduction, wave motion, wave energy and power, wave patterns, devices, the causes of tides, enhancement of tides flow power, tidal range power, world range power sites, problems.

Principles of Ocean Thermal Energy Conversion (OTEC), heat exchangers, pumping requirements, other practical considerations, introduction to geothermal energy, geophysics, dry rock and hot aquifer analysis, harnessing geothermal resources, problems.

Reference/Text Books:

1. B.H KHAN, “NON-Conventional Energy Resources, McGraw Hill
2. D.Y. Goswami, F. Kreith and J.F. Kreider, “Principle of Solar Engineering”, Taylor and Francis, 2000.
3. Sukhatme S.P., “Solar Energy”, Tata McGraw Hill Publishing Co. Ltd., New Delhi, 1994.
4. J.F. Kreider, F. Kreith, “Solar Energy Handbook”, McGraw Hill, 1981
5. J.A. Duffie and W.A. Beckman, “Solar Engineering of Thermal Processes”, John Wiley, 1991.

Note: The Examiner will be given the question paper template and will have to set the question paper according to the template provided along with the syllabus

OEC-BT-322	Introduction to Art and Aesthetics (B.Tech. Biotechnology Semester VI)						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**-**	**-**	**3**	**75**	**25**	**100**	**3 Hrs.**
Purpose	**To familiarize the students with the Basics of Philosophy of Art and Aesthetics.**						
Course Outcomes							
CO1	**The students will be able to explain importance of art in human life.**						
CO2	**Able to explain the concept of aesthetics and beauty.**						
CO3	**Able to explain the concept of taste and Kant's theory of taste.**						
CO4	**Able to understand the concept of interpretation of literature.**						

UNIT-I

Introduction: Definition of Art? History and nature of the fine arts and the production of art. Different types of arts. Importance of arts in Human life. The modern system of the Art. Expression of art. Languages of Arts. Key issues in philosophy of art.

UNIT –II

Aesthetics: Definition, nature and historical development of Aesthetics experience, what is beauty? Restoration of Beauty. The concept of Sublime and the experience of nature. Origin of idea of beautiful. Importance of environmental aesthetics.

UNIT-III

Taste and aesthetics: Concept of Taste, relationship between taste and aesthetics, Kant's theory of Taste, Hume's standard of Taste, depiction and nature of representation in pictures and photographs, transparent picture.

UNIT-IV

Deception: Philosophical view, concept of music and emotional expression. Production and interpretation of literature, concept of black aesthetics, relationship between politics and black art. An aesthetics adventure.

References Books:

Kristeller, P. O. [1951,78] 'The Modern System of the Arts' selections reprinted in *Aesthetics: A Comprehensive Anthology*. (S. M. Cahn & A. Meskin Eds.). Malden, MA: Blackwell, (2008). pp. 3-15.

Abell, C. (2012) 'Art: What it Is and Why it Matters', *Philosophy and Phenomenological Research*, 85(3), pp. 671–691.

Carrol, N. (2006) 'Aesthetic Experience: A question of Content' in Kieran, M.

Aesthetics and the Philosophy of Art. Malden, MA: Blackwell. pp.

Costelloe, T. M. (2013). *The British Aesthetic Tradition: From Shaftesbury to Wittgenstein*. Cambridge: Cambridge University Press.

Guyer, P. (2005). The Origins of Modern Aesthetics: 1711-1735 *Values of Beauty: Historical Essays in Aesthetics* (pp. 3-36). Cambridge: Cambridge University Press.

Note: The Examiner will be given the question paper template and will have to set the question paper according to the template provided along with the syllabus

BS-141 Biology

BT	Biology						
Lecture	Tutorial	Practical	Credit	Major Test	Minor Test	Total	Time Hrs.
2	1	-	3	75	25	100	3
Purpose	To familiarize the students with the basics of Biology and Biotechnology						
Course Outcomes							
CO1	Introduction to Living world, Cell & Organisms.						
CO2	Introduction to Biomolecules and Biocatalyst						
CO3	Introduction of basic Concept of Genetics & immune system						
CO4	Introduction of basic Concept of Genetic Engineering, Biochemistry & Role of Biology in Different Fields						

Unit – I

Introduction to living world: Concept and definition of Biology; Importance of biology in major discoveries of life Characteristic features of living organisms; Cell ultra-structure and functions of cell organelles like nucleus and endoplasmic reticulum. Difference between prokaryotic and eukaryotic cell. Difference between animal and plant cell.

Classification of Organisms: Classify the organisms on the basis of Cellularity Unicellular and Multicellular organisms. Energy and Carbon Utilization- Autotrophs, Hetrotrophs and Lithotrops. Nitrogen Excretion:- Ammonotelic, Uricotelic and Ureotelic. Habitat- Acquatic & Terrestrial.

Unit-II

Introduction to Biomolecules: Definition, general classification and important functions of carbohydrates, lipids, proteins, nucleic acids & Enzymes.

Enzymes as Biocatalysts: General characteristics, nomenclature and classification of Enzymes. Effect of temperature, pH, enzyme and substrate concentrations on the activity of enzymes. Elementary concept of and coenzymes. Mechanism of enzyme action.

Unit-III

Genetics:-Mendel's laws of inheritance. Variation and speciation. Concepts of recessiveness and dominance. Genetic Disorders: Single gene &Multiple genes disorders in human.

Human Traits: Genetics of blood groups, Diabetes Type I & II.

Role of immune system in health and disease: Brief introduction to morphology and pathogenicity of bacteria, fungi, virus, protozoa beneficial and har mful for human beings.

Unit-IV

Concepts of Genetic Engineering: Definition; Tools used in recombinant DNA Technology: Enzymes, Vectors & Passenger DNA.

Catabolism: Glycolysis and Krebs cycle, Photosynthesis:- Light and Dark Reaction. Concept of Exothermic and endothermic reactions

Role of Biology: Role of Biology in Agriculture, Medicine, Forensic science, Bioinformatics, Nanotechnology, Bio-MEMS and Biosensors.

Text Book:

1. Introduction to Biotechnology, By Deswal & Deswal, Dhanpat Rai Publications N.A
2.Campbell, J. B. Reece, L. Urry, M. L. Cain and S. A. Wasserman, "Biology: A global approach", Pearson Education Ltd, 2014.
3. E. E. Conn, P. K. Stumpf, G. Bruening and R. H. Doi, "Outlines of Biochemistry", John Wiley and Sons, 2009.
D. L. Nelson and M. M. Cox, "Principles of Biochemistry", W.H. Freeman and Company, 2012.
4.G. S. Stent and R. Calendar, "Molecular Genetics", Freeman and company, 1978.

Note: The paper setter will set the paper as per the question paper templates provided

Suggested Books:

1. Molecular Biology of cell, 4th ed. Alberts, Bruce et al. Garland Science Publishing, New York.
2. Microbiology. Pelczar Jr., M.J.; Chan, E.C.S. and Krieg, N.R. Tata McGraw Hill, New Delhi.
3. Lehninger: Principles of Biochemistry, 3rd edition, by David L. Nelson and M.M. Cox. Maxmillan/ Worth publishers.
4. Genetics by Snusted& Simmons.
5. Molecular Biotechnology: Principles Application of Recombinant DNA. Glick, B. R. and Pasternak, J. J. ASM press
Washington DC.
6. Kuby's Immunology, Goldsby, R A,.Kindt, T.J, Osborne, B.A.(2003) W. H. Freeman and company, New York.
7. Recombinant DNA 2nd Edition. Watson, James D. and Gilman, M. (2001) W.H Freeman and Company, NewYork

Bachelor of Technology (Biotechnology)
Credit-Based
SCHEME OF STUDIES/EXAMINATIONS
Semester – VI

S. No.	Course No.	Course Title	Teaching Schedule				Credits	Allotment of Marks				Duration of Exam (Hrs.)
			L	T	P	Hours/ Week		Major Test	Minor Test	Practical	Total	
1	OEC-II		3	0	0	3	3.0	75	25	0	100	3
2	BTE-304	Plant Biotechnology	3	0	0	3	3.0	75	25	0	100	3
3	BTE-306	Animal Biotechnology	3	0	0	3	3.0	75	25	0	100	3
4	BTE-308	Food Biotechnology	3	0	0	3	3.0	75	25	0	100	3
5	BTE-310	Environmental Biotechnology& Engineering	3	0	0	3	3.0	75	25	0	100	3
6	HM-902	Business Intelligence & Entrepreneurship	3	0	0	3	3.0	75	25	0	100	3
7	BTE-312	Animal Cell Culture Lab	0	0	3	3	1.5	0	40	60	100	3
8	BTE-314	Plant Cell Culture Lab	0	0	3	3	1.5	0	40	60	100	3
9	BTE-316	Food & Environmental Biotechnology Lab	0	0	3	3	1.5	0	40	60	100	3
		Total	**18**	**0**	**9**	**27**	**22.5**	**450**	**270**	**180**	**900**	

Note: All the students have to undergo 4-6 weeks industrial training after VI semester and it will be evaluated in VII semester.
The students should select two open Elective Courses (OEC) from the following list.
The course of both Program Elective and Open Elective will be offered at 1/3rd strength or 20 students (whichever is smaller) of the section.

Course No.	OEC-II		Course No.	OEC-II
OEC-BT-302	Nano Biotechnology		OEC-BT-322	Introduction to Arts & Aesthetics
OEC-BT-318	Introduction to MEMS		MOOC-2	Anyone MOOC through SWAYAM
OEC-BT-320	Non Conventional Energy Resources			

SEMESTER- Ⅱ

S. No.	Course Code	Subject	L	T	P	Total	Minor* Test	Major Test	Practical	Cr.	Duration of Exam (Hrs.)
1	MTBT-102	Drug Discovery and Development	3	-	-	3	40	60		3	3
2	MTBT-104	Medical Biotechnology	3	-	-	3	40	60		3	3
3	*	Program Elective-III	3	-	-	3	40	60		3	3
4	**	Program Elective-IV	3	-	-	3	40	60		3	3
5	MTBT-118	Molecular Techniques Lab		-	4	4	40		60	2	3
6	MTBT-120	Advanced Molecular Techniques. Lab	-	-	4	4	40		60	2	3
7	# MTBT-122	Mini Project	-	-	4	2	100	-	-	2	3
8	***	Audit Course-II	2			2	100			0	3
	Total		**14**		**12**	**24**	**340**	**240**	**120**	**18**	**3**
							700				

*Program Elective -III		**Program Elective -IV	
Course No.	**Subject**	**Course No.**	**Subject**
MTBT-106	Metabolic Engineering	MTBT-112	Biomedical Equipments
MTBT-108	Biofuel Technology	MTBT-114	Gene Therapy and Gene Editing
MTBT-110	Advanced Industrial Biotechnology	MTBT-116	Metagenomics

*** Audit Course - II	
MTAD-102	Constitution of India
MTAD-104	Pedagogy Studies
MTAD-106	Stress Management by Yoga
MTAD-108	Personality Development through Life Enlightenment Skills.

#4**. Mini project:** During this course the student will be able to understand the contemporary/emerging technologies for various processes and systems. During the semester, the students are required to search/gather the material/information on a specific topic, comprehend it and present/discuss the same in the class. He/she will be acquainted to share knowledge effectively in oral (seminar) and written form (formulate documents) in the form of report. The student will be evaluated on the basis of viva/ seminar (40 marks) and report (60 marks).

Note: 1.The course of program elective will be offered at 1/3rd or 6 numbers of students (whichever is smaller) strength of the class.

2. *** Along with the credit course, a student may normally be permitted to take audit course, however for auditing a course; prior consent of the course coordinator of the course is required. These courses shall not be mentioned for any award/calculation of SGPA/CGPA in the DMC. A certificate of successful completion of the audit course will be issued by the Director/Head of institution.

3. Students be encouraged to go to Industrial Training/Internship for at least 6-8 weeks during the summer break with a specific objective for Dissertation Part–I (MTBT-203). The industrial Training/Internship would be evaluated as the part of the Dissertation Part–I (with the marks distribution as 40 marks for Industrial Training/Internship and 60 marks for Dissertation work).

Fifth Semester

B. Tech (5th Semester) Mechanical Engineering							
HM-905	**ENTREPRENEURSHIP**						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time (Hrs)**
3	**0**	**0**	**3**	**75**	**25**	**100**	**3**
Purpose	To acquaint the knowledge about the entrepreneurship and entrepreneurial process in context of economic development, formalities required in launching a small enterprise, venture capital financing schemes and IPR.						
Course Outcomes							
CO1	Students will be able to understand: who the entrepreneurs are? what competencies are required to become an Entrepreneur?						
CO2	Students will have insights into the management, opportunity search, identification of a product, process of project finalization etc. required for small business enterprises.						
CO3	Students will be able to understand the meaning of small scale enterprise (SSE) and the setup formalities, operational and project management issues in the SSE.						
CO4	Students be able to know the different financial assistances available for the establishment of small scale industrial units and the IPR related issues.						

UNIT-I

Entrepreneurship: Concept and definitions, Entrepreneurship and economic development, classification and types of entrepreneurs, entrepreneurial competencies, factor affecting entrepreneurial Growth– economic, non-economic factors, EDP programmes, entrepreneurial training, traits/qualities of an entrepreneurs, manager vs entrepreneur, entrepreneurial challenges.

UNIT-II

Establishing Small Scale Enterprise: Opportunity scanning and identification, creativity and product development process, market survey and assessment, choice of technology and selection of site.

Planning a Small Scale Enterprises: Financing new/small enterprises, techno-economic feasibility assessment, preparation of business plan, forms of business organization/ownership.

UNIT–III

Small Enterprises and Enterprise Launching Formalities: Definition of small scale, rationale, objective, scopes, SSI, registration, NOC from pollution board, machinery and equipment selection, MSMEs – definition and significance in Indian economy, MSME schemes, operational issues in SSE: financial management issues, operational/project management issues in SSE, marketing management issues in SSE.

UNIT–IV

Institutional Interface for Small Scale Industry/Enterprises, Venture Capital: Concept, venture capital financing schemes offered by various financial institutions in India, legal issues–forming business entity, requirements for formation of a private/public limited company, entrepreneurship and Intellectual property rights: IPR and their importance (Patent, Copy Right, Trademarks), case studies-at least one in whole course.

Text books:

1. Entrepreneurship Development Small Business Enterprises by Poornima M Charantimath, Pearsons pub.
2. Entrepreneurship by Roy Rajiv, Oxford University Press.
3. Innovation and Entrepreneurship by Drucker. F, Peter, Harper business.
4. Entrepreneurship by Robert D. Hisrich, Mathew J. Manimala, Michael P Peters and Dean A. Shepherd, Tata Mc-Graw Hill Publishing Co. ltd. New Delhi.

Reference books:

1. Entrepreneurial Development by Dr. S.S. Khanka, S. Chand Publishing Company.
2. Entrepreneurship and Management of Small and Medium Enterprises by Dr. Vasant Desai, Himalaya Publishing House.

Note: The paper setter will set the paper as per the question paper template provided.

B. Tech (5th Semester) Mechanical Engineering							
MEC- 301	**HEAT TRANSFER**						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time (Hrs)**
3	**1**	**0**	**4**	**75**	**25**	**100**	**3**
Purpose	To build a solid foundation in heat transfer and rigorous treatment of governing equations and solution procedures.						
Course Outcomes							
CO1	After completing the course, the students will be able to formulate and analyze a heat transfer problem involving any of the three modes of heat transfer.						
CO2	The students will be able to obtain exact solutions for the temperature variation using analytical methods where possible or employ approximate methods or empirical correlations to evaluate the rate of heat transfer.						
CO3	The students will be able to design devices such as heat exchangers and also estimate the insulation needed to reduce heat losses where necessary.						

UNIT-I

Introduction: Definition of heat, modes of heat transfer, basic laws of heat transfer, application of heat transfer, simple problems.

Conduction: Derivation of heat balance equation - steady one dimensional solution for conduction heat transfer in Cartesian, cylindrical and spherical geometry, concept of conduction and film resistances, steady one dimensional heat conduction without internal heat generation, the plane slab, the cylindrical shell, the spherical shell, conduction through composite wall, critical insulation thickness, variable thermal conductivity, steady one dimensional heat conduction with uniform internal heat generation, the plane slab, the cylindrical and spherical systems, heat transfer through fins of uniform cross-section, governing equation, temperature distribution and heat dissipation rate, effectiveness and efficiency of fins.

Transient conduction: Lumped system approximation and Biot number, approximate solution to unsteady conduction heat transfer by the use of Heisler charts.

UNIT-II

Convection: Heat convection, basic equations, boundary layers, forced convection, external and internal flows, natural convective heat transfer, dimensionless parameters for forced and free convection heat transfer, boundary layer analogies, correlations for forced and free convection, approximate solutions to laminar boundary layer equations (momentum and energy) for both internal and external flow, estimating heat transfer rates in laminar and turbulent flow situations using appropriate correlations for free and forced convection. Boiling and Condensation heat transfer, pool boiling curve, Nusselt theory of laminar film condensation.

UNIT-III

Radiation: Interaction of radiation with materials, definitions of radiative properties, monochromatic and total emissive power, Planck's distribution law, Stefan Boltzman's law, Wien's displacement law, Kirchoff's law, intensity of radiation, Lambert's cosine law, heat transfer between black surfaces, radiation shape factor, heat transfer between non-black surfaces: infinite parallel planes, infinite long concentric cylinders, small gray bodies and small body in large enclosure, electrical network approach, radiation shields.

UNIT-IV

Heat exchangers: Types of heat exchangers; overall heat transfer coefficient, fouling factor, analysis and design of heat exchangers using logarithmic mean temperature difference, and NTU method, effectiveness of heat exchangers, multipass heat exchangers, applications of heat exchangers.

Text books:

1. Fundamentals of Heat and Mass transfer – Frank P. Incropera, David P. Dewitt, T.L. Bergman and A.S. Lavine, Sixth Edition, Wiley Publications, 2007.
2. Heat Transfer: A Practical Approach - Yunus A Cengel, McGraw Hill, 2002.
3. Heat and Mass Transfer – P.K. Nag, Tata McGraw Hill.
4. Heat Transfer – J.P. Holman, Eighth Edition, McGraw Hill, 1997.

Reference books:

5. Heat Transfer – A. Bejan, John Wiley, 1993.
6. A Text book of Heat Transfer - S.P Sukhatme, University press.
7. Principles of Heat Transfer – Massoud Kaviany, John Wiley, 2002.
8. Heat and Mass Transfer - D.S Kumar, S.K. Kataria & Sons.
9. Heat Transfer – Y.V.C. Rao, University Press.

Note: The paper setter will set the paper as per the question paper template provided.

B. Tech (5th Semester) Mechanical Engineering							
MEC-303	**PRODUCTION TECHNOLOGY**						
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Total**	**Time (Hrs)**
3	**0**	**0**	**3**	**75**	**25**	**100**	**3**
Purpose:	To acquaint the knowledge of different type of machines and machine tools used in machining of metals, cutting tools used in different operations, work holding devices and CNC machines.						
Course Outcomes							
CO 1	After completing the course, the students will be capable of knowing different machines, machine tools and the machining operations.						
CO 2	The students will be able to analyze the machining operations.						
CO 3	The students will have a knowledge of different types of cutting tools and cutting fluids used in machining.						
CO 4	The students will have understanding of metrology and inspection tools with their applications.						
CO 5	The students will know about various thread operations, use of different workholding devices and different gear manufacturing processes.						
CO 6	Students will know the advancements of CNC over conventional machining methods and other programing and tools related aspects related to CNC.						

UNIT-I

Theory of metal machining: Overview of machining technology: types of machining operation, cutting tools, cutting conditions, theory of chip formation in metal cutting: orthogonal cutting model, actual chip formation, forces relationships and the merchant equation: forces in metal cutting, the merchant equation, power and energy relationships in machining, cutting temperatures.

Machine tools and machining operations: Turning and related operations: cutting conditions, operations related to turning, engine lathe, other lathes and turning machines, boring machines, drilling and related operations: cutting conditions, operations related to drilling, drill presses, Milling: types of milling operations, cutting conditions, milling machines, high speed machining, grinding machines: types, wet and dry grinding, abrasives, grit, grade and structure of wheels, selection of grinding wheels.

UNIT-II

Technology and materials of cutting tools: Tool life, tool wear, taylor tool life equation, tool materials: high speed steels, cast cobalt alloys, cemented carbides, cermets and coated carbides, ceramics, synthetic diamonds and cubic boron nitrides, tool geometry: single point tool geometry, effect of tool material on tool geometry, multiple-cutting-edge tools, cutting fluids: types of cutting fluids, applications and selection of cutting fluids.

Metrology and inspection: Limits, fits, and tolerances, gauge design, interchangeability, linear, angular, and form measurements (straightness, squareness, flatness, roundness, and cylindricity) by mechanical and optical methods, inspection of screw threads, surface finish measurement by contact and non-contact methods, tolerance analysis in manufacturing and assembly.

UNIT-III

Threads: Standard forms of screw threads, methods of making threads, thread cutting on lathe, thread chasing, thread milling, thread rolling, thread grinding, thread tapping, automatic screw cutting machines, inspection and measurement of threads.

Workholding devices for machine tools: Introduction, conventional fixture design, tool design steps, clamping considerations, chip disposal, unloading and loading time, example of jig design, types of jigs, conventional fixtures, modular fixturing, setup and changeover: single-minute-exchange-of-die (SMED),

clamps, other workholding devices: assembly jigs, magnetic workholders, electrostatic workholders, economic justification of jigs and fixtures.

UNIT-IV

Gear manufacturing and finishing: Introduction to different types of gears, terminology, methods of gears manufacturing, gear forming: selecting a form gear cutter for cutting spur gears, selecting gear cutter for cutting helical or spiral gear, broaching of gears, generating methods: gear shaper process, rack planning process, gear hobbing process. Gear finishing operations: Shaving, burnishing, grinding, lapping, honing, gears inspection.

Computer numerical control (CNC) machines: Classification of CNC machines, modes of operation of CNC, Working of Machine Structure, Automatic tool changer (ATC), Automatic pallet changer (APC), CNC axis and motion nomenclature, CNC toolings – tool pre-setting, qualified tool, tool holders and inserts, Axes Identification in CNC turning and Machining centers, CNC part programming: Programming format and Structure of part programme, ISO G and M codes for turning and milling-meaning and applications of important codes.

Text Books:

1. Fundamentals of modern manufacturing: materials processing and systems by Mikell P. Grover, John Wiley and Sons.
2. Materials and processes in manufacturing by J.T. Black and R.A. Kohser, John Wiley and Sons.
3. Production Technology by R. K. Jain, Khanna Publishers.
4. Machine Tools by R. Kesavan & B. Vijaya Ramnath, Laxmi Publications.
5. Machining and Machine Tools by A. B. Chattopadhyay, WILEY INDIA.

Reference Books:

1. Principles of Machine Tools by G.C. Sen & A. Bhattacharya, Tata McGraw Hill, New Delhi
2. Manufacturing Engg. & Tech by S. KalpakJian and S.R. Schmid, Pearsons.
3. Modern Machining Processes by P.C. Pandey & H.S. Shan, T.M.H. Company, New Delhi
4. Production Engineering: P.C. Sharma, S.Chand & Sons.
5. Introduction to Jig and Tool Design by Kempster M.H.A, Hodder & Stoughton, England

Note: The paper setter will set the paper as per the question paper template provided.

B. Tech. (5th Semester) Mechanical Engineering							
MEC-305	**MECHANICAL VIBRATIONS AND TRIBOLOGY**						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total Time**	**Time (Hrs)**
3	**0**	**0**	**3**	**75**	**25**	**100**	**3**
Purpose:	To understand the vibration systems with different degrees of freedom in different modes and conditions and the basics of tribology.						
Course Outcomes							
CO1	The students will be capable of understanding the vibration fundamentals for a single degree of freedom (D.O.F.) system under free and damped vibrations.						
CO2	The students will be able to analyze different types of forced vibration system in single degree of freedom (D.O.F.) and damped, undamped, free and forced systems with two D.O.F.						
CO3	The students will understand the principal modes of vibrations using different methods for various combinations of spring-mass and rotor-shaft systems and to study transverse, longitudinal and torsional vibration for beams, bars and shafts respectively.						
CO4	The students will understand the fundamentals of tribology, lubrication, friction and wear.						

UNIT-I

Fundamentals: Introduction, elements of a vibratory system, periodic and S.H.M., degrees of freedom (DOF), types of vibrations, work done by a harmonic force, beats, problems.

Free vibration systems with single degree of freedom

Undamped systems: Introduction, differential equations, torsional vibrations, spring and shaft combinations: series & parallel, linear and torsional systems, compound pendulum, bifilar and trifilar suspensions, problems.

Damped systems: Introduction, types of damping, differential equations of damped free vibrations, initial conditions, logarithmic decrement, vibrational energy, problems.

UNIT-II

Forced vibration systems with single degree of freedom: Introduction, excitation and sources, equations of motion, rotating and reciprocating unbalanced system, support motion, vibration isolation, force and motion transmissibility, forced vibration system with different types of damping, vibration measuring instruments, resonance, bandwidth, quality factor and half power points, critical speed of shaft with and without damping with single and multiple discs, problems.

Two degree of freedom system: Introduction, torsional vibrations, principal modes of vibrations for two D.O.F., damped and undamped forced and free vibrations, semi-definite systems, co-ordinate coupling, spring and mass type vibration absorber, problems.

UNIT-III

Multi-degree of freedom systems: Introduction, principal modes of vibrations for three or more DOF, influence coefficients, orthogonality principle, matrix method, matrix iteration method, Dunkerley's equation, Holzer's Method, Rayleigh Method, Rayleigh-Ritz method, Stodola method, problems.

Continuous systems: Introduction, lateral vibrations of strings, longitudinal vibrations of bars, transverse vibration of beams, torsional vibration of uniform shafts, problems.

UNIT-IV

Tribology: Introduction, tribology in design, tribology in industry, economic aspects.

Lubrication: Introduction, basic modes of lubrication, lubricants, properties of lubricants: physical and chemical, types of additives, extreme pressure lubricants, recycling of used oils and oil conservation, disposal of scrap oil, oil emulsion.

Friction and wear: Introduction, laws of friction, kinds of friction, causes of friction, friction measurement, theories of friction, effect of surface preparation. Introduction to wear, types of wear, various factors affecting wear, measurement of wear, wear between solids and liquids, theories of wear.

Text Books:

1. Mechanical Vibrations by G. K. Grover, Nem Chand and Bros., Roorkee
2. Elements of Mechanical Vibrations by Meirovitch, McGraw Hill
3. Introductory course on theory and practice of Mechanical Vibration by J.S. Rao and K.Gupta, New Age International.
4. Friction and wear of Materials by E. Robinowicz, Johan Wiley
5. Tribology an Introduction by Sushil Kumar Srivastava
6. Introduction to Tribology and Bearings by B. C. Majumdar, S. Chand and Company Ltd. New Delhi.

Reference Books:

1. Mechanical Vibrations by S. S. Rao, Pearson Education Inc. Dorling Kindersley (India) Pvt. Ltd. New Delhi.
2. Mechanical Vibrations by V.P. Singh, Dhanpat Rai & Co. Pvt. Ltd., Delhi
3. Engineering Tribology by Prashant Sahoo, PHI publications.
4. Principles of Tribology by J. Hailing, McMillan Press Ltd.

Note: The paper setter will set the paper as per the question paper template provided.

B. Tech. (5th Semester) Mechanical Engineering								
MEC- 307L	**HEAT TRANSFER LAB**							
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Practical**	**Total**	**Time (Hrs)**
0	**0**	**2**	**1**	**0**	**40**	**60**	**100**	**3**
Purpose	To impart practical knowledge of different modes of heat transfer by conducting experiments.							
Course Outcomes								
CO1	Design and conduct experiments, acquire data, analyze and interpret data.							
CO2	Measure the thermal conductivity of metal rod, insulating material and liquids etc.							
CO3	Understand the concept of composite wall and determine its thermal resistance.							
CO4	Measure heat transfer coefficients in free and forced convection.							
CO5	Measure the performance of a heat exchanger.							
CO6	Determine the Stefan Bolzman constant and emissivity.							

List of Experiments:

1. To determine the thermal conductivity of a metal rod.
2. To determine the thermal conductivity of an insulating slab.
3. To determine the thermal conductivity of a liquid using Guard plate method.
4. To determine the thermal conductivity of an insulating powder.
5. To determine the thermal resistance of a composite wall.
6. To plot the temperature distribution of a pin fin in free-convection.
7. To plot the temperature distribution of a pin fin in forced-convection.
8. To study the forced convection heat transfer from a cylindrical surface.
9. To determine the effectiveness of a concentric tube heat exchanger in a parallel flow arrangement.
10. To determine the effectiveness of a concentric tube heat exchanger in a counter flow arrangement.
11. To determine the Stefan-Boltzman constant.
12. To determine the emissivity of a given plate.
13. To determine the critical heat flux of a given wire.
14. To study the performance of an evacuated tube based solar water heater.

Note: At least eight experiments are required to be performed by students from the above list and two may be performed from the experiments developed by the institute.

B. Tech. (5th Semester) Mechanical Engineering								
MEC-309L	**PRODUCTION TECHNOLOGY LAB**							
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Practical**	**Total**	**Time (Hrs.)**
0	**0**	**2**	**1**	**0**	**40**	**60**	**100**	**3**
Purpose	To impart practical knowledge of various measuring instruments, machining and welding operations by performing experiments.							
Course Outcomes								
CO 1	The students will be able to gain the practical knowledge of different measuring instruments used in machining operations.							
CO 1	The students will be able to perform different machining operations for the preparation of a job piece.							
CO 2	The students will be able to prepare various jobs using TIG/MIG welding.							
CO 3	The students will be trained for manufacturing the job pieces on CNC lathe and CNC milling.							

LIST OF EXPERIMENTS:

1. Study of linear, angular measuring devices and to measure the linear and angular dimensions using various equipment's.
2. Manufacture and assembly of a unit consisting of 2 to 3 components to have the concept of tolerances and fits (shaft and bush assembly or shaft, key and bush assembly or any suitable assembly).
3. To prepare a job on a lathe having various operations viz. drilling, boring, taper turning, thread cutting, knurling, etc.
4. Demonstration of formation of cutting parameters of single point cutting tool using bench grinder / tool & cutter grinder.
5. To make a spur gear of given part drawing involving operations namely drilling, boring, reaming, honing, key slotting, gear teeth machining, lapping and gear teeth finishing.
6. Introduction to various grinding wheels and demonstration on the cylindrical and surface grinder.
7. To demonstrate surface milling /slot milling.
8. To cut gear teeth on milling machine using dividing head.
9. To cut V Groove/ dovetail / Rectangular groove using a shaper.
10. To prepare a useful product containing different types of welded joints using simple arc/TIG/MIG welding set.
11. To cut external threads on a lathe and practice thread measurements.
12. To study CNC lathe trainer and its components (hardware and software) especially controllers (Fanuc and Siemens) and make a CNC programme using APT language of given part drawing for machining cylindrical job involving operations namely turning, step turning, taper turning, threading, radius contour cutting, chamfering etc.
13. To study CNC milling trainer and its components (hardware and software) especially controllers (Fanuc and Siemens) and make a CNC programme using APT language of given drawing for milling job operations namely end cutting, side cutting, contour cutting, face cutting, etc. and

run the programme in simulation and actual mode in Cut Viewer or other software and run the program in actual mode using CNC controllers.

.**Note:** At least eight experiments are required to be performed by students from the above list and two may be performed from the experiments developed by the institute.

B. Tech. (5th Semester) Mechanical Engineering								
MEC-311L	**MECHANICAL VIBRATIONS AND TRIBOLOGY LAB**							
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Practical**	**Total Time**	**Time (Hrs.)**
0	**0**	**2**	**1**	**0**	**40**	**60**	**100**	**3**
Purpose:	To provide practical knowledge of free and forced vibration system fundamentals and the mechanisms of friction, wear and lubrication.							
Course Outcomes								
CO1	The students will be able to know practically the concepts of free and forced vibrations for a spring mass system and will determine the natural frequency.							
CO2	The students will be able to diagnose the machinery faults, there causes and sources using Machinery Fault Simulator (MFS).							
CO3	The students will understand the concept of sliding wear and abrasive wear using wear and friction monitoring apparatus and dry abrasion tester respectively.							
CO4	The students will be capable of measuring the extreme pressure properties of different lubricants using four ball tester.							

LIST OF EXPERIMENTS:

1. To study undamped free vibrations and determine the natural frequency of:
   1.1 Spring mass system
   1.2 Simple Pendulum
   1.3 Torsional spring type double pendulum and compare them with theoretical values.
2. To study the torsional vibration of a single rotor shaft system and determine the natural frequency.
3. To study the free vibration of system for different damper settings. Draw decay curve and determine the log decrement and damping factor. Find also the natural frequency.
4. To verify the Dunkerley's rule.
5. To determine the radius of gyration for:
   5.1 Bifilar suspension.
   5.2 Compound pendulum.
   5.3 Trifilar suspension.
6. To study the forced vibration system with damping, Load magnification factor vs. Frequency and phase angle vs frequency curves. Also determine the damping factor.
7. To find out and locate machinery faults viz. vibrations and unbalancing using Machinery Fault Simulator (MFS) in:
   7.1 Direct Driven reciprocating pump;
   7.2 Direct Driven centrifugal pump;
   7.3 Defective straight tooth gearbox pinions.
8. To determine the wear rate, friction force and coefficient of friction of a metallic pin/ball by using wear and friction monitor apparatus.
9. To determine abrasion index of a material with the help of dry abrasion test rig.
10. To evaluate the wear and extreme pressure properties of a lubricating oil by using four ball tester.
11. To determine the roughness of a specimen using surface roughness tester.

Note: At least eight experiments are required to be performed by students from the above list and two may be performed from the experiments developed by the institute.

B. Tech. (5th Semester) Mechanical Engineering								
MEC-313 L	**PROJECT-I**							
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Practical**	**Total Time**	**Time (Hrs.)**
0	**0**	**2**	**1**	**--**	**0**	**100**	**100**	**3**
Purpose:	To implement the engineering principles and theories into innovative practical projects for solving real world problems.							
Course Outcomes								
CO1	The students will be able to apply the theoretical knowledge into practical work.							
CO2	The students will be able to learn new things related to latest technologies with the help of practical work.							

The project work could be done for the problem statement of an industry or practical project in the institute. The students may also opt for the analysis based software projects with proper validation. Participation in any technical event/ competition to fabricate and demonstrate an innovative machine or product could be encouraged under this course.

Note: The maximum number of students in a group should not exceed four.

	B. Tech. (5th Semester) Mechanical Engineering							
MEC-315	**INDUSTRIAL TRAINING-II**							
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Practical**	**Total**	**Time (Hrs.)**
2	**0**	**0**	**--**	**--**	**100**	**--**	**100**	**--**
Purpose	To provide an industrial exposure to the students and enhance their skills and creative capability for conversion of their innovative ideas into physical reality.							
Course Outcomes								
CO 1	The students could be capable of self-improvement through continuous professional development and life-long learning.							
CO 2	The students will be aware about the social, cultural, global and environmental responsibility as an engineer.							
CO 3	The students will be up-to-date with all the latest changes in technological world.							

Note: MEC-315 is a mandatory non-credit course in which the students will be evaluated for the industrial training undergone after 4th semester and students will be required to get passing marks to qualify.

The candidate has to submit a training report of his/her work/project/assignment completed in the industry during the training period. The evaluation will be made on the basis of submitted training report and viva-voce/presentation.

	B. Tech. (5th Semester) Mechanical Engineering							
MC-903	**ESSENCE OF INDIAN TRADITIONAL KNOWLEDGE**							
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Practical**	**Total**	**Time (Hrs.)**
3	**0**	**0**	**--**	**100**	**--**	**--**	**100**	**3**
Purpose	To impart basic principles of thought process, reasoning and inferencing.							
Course Outcomes								
CO 1	The students will be able to understand, connect up and explain basics of Indian traditional knowledge in modern scientific perspective.							

Course Contents

- Basic structure of Indian Knowledge System: अष्टादशविद्या -4वेद,4उपवेद (आयुर्वेद, धनुर्वेद, गन्धर्वविद, स्थापत्य आदि) 6वेदांग (शिक्षा, कल्प, निरुक्त, व्याकरण, ज्योतिष, छंद) 4 उपाङ्ग (धर्मशास्त्र, मीमांसा, पुराण, तर्कशास्त्र)
- Modern Science and Indian Knowledge System
- Yoga and Holistic Health care
- Case studies

References

- V. Sivaramakrishnan (Ed.), *Cultural Heritage of India-course material*, Bharatiya Vidya Bhavan, Mumbai. 5th Edition, 2014
- Swami Jitatmanand, *Modern Physics and Vedant*, Bharatiya Vidya Bhavan
- Swami Jitatmanand, *Holistic Science and Vedant*, Bharatiya Vidya Bhavan
- Fritzof Capra, *Tao of Physics*
- Fritzof Capra, *The Wave of life*
- VN Jha (Eng. Trans.), *Tarkasangraha of Annam Bhatta*, International Chinmay Foundation, Velliarnad, Arnakulam
- *Yoga Sutra of Patanjali*, Ramakrishna Mission, Kolkata
- GN Jha (Eng. Trans.), Ed. RN Jha, *Yoga-darshanam with Vyasa Bhashya*, Vidyanidhi Prakashan, Delhi 2016
- RN Jha, *Science of Consciousness Psychotherapyand Yoga Practices*, Vidyanidhi Prakashan, Delhi 2016
- P B Sharma (English translation), *Shodashang Hridayam*

Pedagogy: Problem based learning, group discussions, collaborative mini projects.

Note: The paper setter will set the paper as per the question paper template provided.

Sixth Semester

B. Tech (6th Semester) Mechanical Engineering							
HM-901	**ORGANIZATIONAL BEHAVIOUR**						
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Total**	**Time (Hrs)**
3	**0**	**0**	**3**	**75**	**25**	**100**	**3**
Purpose:	To make the students conversant with the basics concepts of organizational culture and behavior for nurturing their managerial skills.						
Course Outcomes							
CO 1	An overview about organizational behavior as a discipline and understanding the concept of individual behavior.						
CO 2	Understand the concept and importance of personality, emotions and its importance in decision making and effective leadership.						
CO 3	Enabling the students to know about the importance of effective motivation and its contribution in group dynamics and resolving conflicts.						
CO 4	Understand how to overcome organizational stress by maintaining proper organizational culture and effective communication						

UNIT-I

Introduction to organizational behavior: Concept and importance of organizational behavior, role of Managers in OB, foundations or approaches to organizational behavior, challenges and opportunities for OB.

Foundation of individual behavior: Biographical characteristics, concept of abilities and learning, learning and learning cycle, components of learning, concept of values and attitude, types of attitude, attitude and workforce diversity.

UNIT-II

Introduction to personality and emotions: Definition and Meaning of Personality, Determinants of Personality, Personality Traits Influencing OB, Nature and Meaning of Emotions, Emotions dimensions, concept of Emotional intelligence.

Perception and individual decision making: meaning of perception, factors influencing perception, rational decision making process, concept of bounded rationality. Leadership-trait approaches, behavioural approaches, situational approaches, and emerging approaches to leadership.

UNIT-III

Motivation: Concept and theories of motivation, theories of motivation-Maslow, two factor theory, theory X and Y, ERG Theory, McClelland's theory of needs, goal setting theory, application of theories in organizational scenario, linkage between MBO and goal setting theory, employee recognition and involvement program.

Foundations of group behavior and conflict management: Defining and classifying of groups, stages of group development, Informal and formal groups- group dynamics, managing conflict and negotiation, a contemporary perspective of intergroup conflict, causes of group conflicts, managing intergroup conflict through resolution.

UNIT-IV

Introduction to Organizational Communication: Meaning and importance of communication process, importance of organizational communication, effective communication, organizational stress: definition and meaning sources and types of stress, impact of stress on organizations, stress management techniques.

Introduction to Organization Culture: Meaning and nature of organization culture, types of culture, managing cultural diversity, managing change and innovation-change at work, resistance to change, a model for managing organizational change.

Text Books:

1. Colquitt, Jason A., Jeffery A. LePine, and Michael Wesson. Organizational Behavior: Improving Performance and Commitment in the Workplace. 5th ed. New York: McGraw-Hill Education, 2017.
2. Hitt, Michael A., C. Chet Miller, and Adrienne Colella. Organizational Behavior. 4th ed. Hoboken, NJ: John Wiley, 2015.
3. Robbins, Stephen P., and Timothy Judge. Organizational Behavior. 17th ed. Harlow, UK: Pearson Education, 2017. Stephen P. Robins, Organisational Behavior, PHI Learning / Pearson Education, 11th edition, 2008.

Reference Books:

1. Schermerhorn, Hunt and Osborn, Organisational behavior, John Wiley.
2. Udai Pareek, Understanding Organisational Behaviour, Oxford Higher Education.
3. Mc Shane & Von Glinov, Organisational Behaviour, Tata Mc Graw Hill.
4. Aswathappa, K., Organisational Behaviour– Text and Problem, Himalaya Publication.

Note: The paper setter will set the paper as per the question paper template provided.

B. Tech. (6th Semester) Mechanical Engineering							
MEC-302	**MANUFACTURING TECHNOLOGY**						
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Total**	**Time (Hrs)**
3	**0**	**0**	**3**	**75**	**25**	**100**	**3**
Purpose:	To build a foundation in different manufacturing processes related to castings, metal forming, joining, powder metallurgy and plastic material shaping processes.						
Course Outcomes							
CO 1	After completing the course, students will be able to understand the casting fundamentals, and different casting processes.						
CO 2	The students will be familiarized with different metal forming processes and capable of doing analysis.						
CO 3	The students will understand different welding processes with their applications.						
CO 4	The student will have the basis understanding of powder metallurgy processes and different plastic shaping processes.						

UNIT-I

Fundamentals of castings: Introduction to casting: basic requirements of casting processes, casting terminology, solidification process: cooling curves, prediction of solidification time, the cast structure, molten metal problems, fluidity and pouring temperature, role of gating system, solidification shrinkage, riser and riser design, risering aids, Patterns, design considerations in castings.

Expandable-mold casting processes: Sand casting, cores and core making, other expendable-mold processes with multiple use patterns, expendable-mold processes with multiple use patterns, shakeout, cleaning and finishing. **Multiple-use-mold casting processes**: Permanent mold casting, die casting, squeeze casting and semisolid metal casting, centrifugal casting, cleaning treating and heat treating of castings, automation in foundry operations.

UNIT-II

Metal forming processes: classifications of metal forming processes, bulk deformation processes, material behavior in metal forming, temperature in metal forming, rolling: flat rolling and its analysis, shape rolling, rolling mills, forging: open-die forging, impression-die forging, flashless forging, forging hammers, presses, and dies, extrusion: types of extrusion, analysis of extrusion, extrusion dies and presses, defects in extruded products, wire and bar drawing, analysis of drawing, drawing practice, tube drawing

Sheet metal working: Cutting operations: shearing, blanking, and punching, engineering analysis of sheet-metal cutting, other sheet-metal-cutting operations, bending operations: v-bending and edge bending, engineering analysis of bending, drawing: mechanics of drawing, engineering analysis of drawing, defects in drawing.

UNIT-III

Joining processes: Principles of fusion welding processes, arc welding processes-consumable electrodes: shielded metal arc welding, gas metal arc welding, flux-cored arc welding, submerged arc welding, Arc welding processes-non-consumable electrodes: gas tungsten arc welding, plasma arc welding, resistance welding processes, other fusion-welding processes: electron-beam welding, laser-beam welding, electro-slag welding, thermit welding.

Principles of solid state welding processes: friction welding, explosive welding, ultrasonic welding processes. **Brazing, soldering, and adhesive bonding:** Principles of adhesive, brazing and soldering processes, origins of welding defects.

UNIT-IV

Powder metallurgy: Characterization of engineering powders: geometric features, other features production of metallic powders: atomization: other production methods, conventional pressing and sintering: blending and mixing of the powders, compaction, sintering, heat treatment and finishing, design considerations in powder metallurgy.

Shaping processes for plastics: Properties of polymer melts, extrusion, production of sheet and film, fiber and filament production (spinning), coating processes, injection molding, compression and transfer molding, blow molding and rotational molding, thermoforming.

Text Books:

1. Fundamentals of modern manufacturing: materials processing and systems by Mikell P. Grover, John Wiley and Sons.
2. Materials and processes in manufacturing by J.T. Black and R.A. Kohser, John Wiley and Sons.
3. Principles of Manufacturing Materials & Processes by Campbell J. S., Publisher – Mc Graw Hill.
4. Production Technology by R. K. Jain, Khanna Publishers
5. Manufacturing Technology-Foundry, Forming and Welding by P.N. Rao, Tata McGraw Hill
6. Advanced Manufacturing Process by Hofy, H.E., B and H Publication.
7. Manufacturing Science by Ghosh, A. and Mullik, A, East –West private Limited.

Reference Books:

1. Welding and Welding Technology by Richard L. Little Tata McGraw Hill Ltd.
2. Manufacturing Processes and Systems by Ostwald Phillip F., Munoz Jairo, John Wiley & Sons
3. Elements of Manufacturing Processes by B.S. Nagendra Parasher, RK Mittal, PHI N. Delhi

Note: The paper setter will set the paper as per the question paper template provided.

B. Tech. (6th Semester) Mechanical Engineering							
MEC-304	**DESIGN OF MACHINE ELEMENTS**						
Lecture	**Tutorial**	**Practical**	**Credits**	**Major test**	**Minor Test**	**Total**	**Time (Hrs.)**
2	**4**	**0**	**6**	**75**	**25**	**100**	**4**
Purpose	To understand the fundamentals for solving engineering problems relating to design of machine components.						
Course Outcomes							
CO1	The students will understand the design procedures and methods, properties of engineering materials and their selection, design against static and fluctuating loads.						
CO2	The students will be able to solve the design problems of different types of joints i.e. bolted, riveted joint and welded joint and the problems related to the design of springs under different loading conditions.						
CO3	The students could solve the design problems of transmission shafts and keys.						
CO4	The students will be able to solve the design problems related to clutches and brakes and will understand the criteria for the selection of bearings from manufacturer's catalogue.						

UNIT-I

Introduction: Basic procedure of the design of machine elements, standards in machine design, selection of preferred sizes, engineering materials, properties and selection, BIS system of designation of steels.

Design against static load: Modes of failure, factor of safety, stress concentration: causes and mitigation.

Design against fluctuating load: Fluctuating stresses, endurance limit, low cycle and high cycle fatigue, notch sensitivity, endurance limit-approximate estimation, reversed stresses- design for finite and infinite life, cumulative damage in fatigue, Soderberg and Goodman lines, Modified Goodman diagrams.

UNIT-II

Bolted, riveted and welded Joints: Bolt of uniform strength**,** bolted joint- simple analysis, eccentrically loaded bolted joints, riveted joints for boiler shell according to I. B. R., riveted structural joint, eccentrically loaded riveted joint, types of welded joints, strength of welds under axial load, welds under eccentric loading.

Springs: Types of spring, helical spring terminology, design for helical springs, spring design-trial and error method, design against fluctuating load, surge in springs, design of leaf springs, rubber springs.

UNIT-III

Transmission shafts: Shaft design on strength basis and torsional rigidity basis, ASME code for shaft design, design of hollow shaft on strength basis and torsional rigidity basis, **Keys:** types of keys, design of square and flat keys.

Clutches: Various types of clutches, design of friction clutches-single disc, multi-disc, cone and centrifugal clutches, torque transmitting capacity, friction materials, thermal considerations.

Brakes: Energy equations, block brake with short shoe, block brake with long shoe, internal expanding brake, band brakes, disc brakes, thermal considerations.

UNIT-IV

Rolling contact bearings: Types of rolling contact bearing, selection of bearing-type, static and dynamic load carrying capacity, equivalent bearing load, load-life relationship, selection of bearings

from manufacturer's catalogue, selection of taper roller bearing, design for cyclic loads and speeds, bearing failure-causes and analysis.

Sliding contact bearings: Basic modes of lubrication, Raimondi and Boyd method, bearing design-selection of parameters, bearing materials, bearings failure-causes and remidies.

Text Books:

1. Mechanical Engineering Design by Joseph E. Shigley and Charles R. Mischke, Tata McGraw Hill Book Co.
2. Design of Machine Element by V. B. Bhandari, Mc Graw Hill Edu. Pvt. Ltd.
3. Machine Design by R.S. Khurmi and J.K. Gupta, S. Chand.

Reference Books:

1. Machine Component Design by Robert C. Juvinall and Kurt M. Marshek, Wiley India Pvt. Ltd.
2. Mechanical Design of Machine Elements and Machines by Collins and Busby, Wiley India Pvt. Ltd.
3. Machine Design by U.C. Jindal, Pearsons publications.
4. Analysis and Design of Machine elements by V.K. Jadon and Suresh Verma, IK International Publishing House.

Design Data Books:

1. Design Data Book of Engineers, Compiled by Faculty of Mechanical Engineering, PSG College of Technology, Publisher Kalaikathir Achchagam, Coimbataore, 2009.
2. Design Data Handbook for Mechanical Engineers in SI and Metric Units by Mahadevan and Balaveera Reddy.

Note: The paper setter will set the paper as per the question paper template provided.

B. Tech. (6th Semester) Mechanical Engineering								
MEC-310 L	**PROJECT-II**							
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Practical**	**Total Time**	**Time (Hrs.)**
0	**0**	**6**	**3**	**--**	**0**	**100**	**100**	**3**
Purpose	To implement the engineering principles and theories into innovative practical projects for solving real world problems.							
Course Outcomes								
CO1	The students will be able to apply the theoretical knowledge into practical work.							
CO2	The students will be able to learn new things related to latest technologies with the help of practical work.							

The project work could be done for the problem statement of an industry or practical project in the institute. The analysis based software projects undergone in the previous semester can be extended to its fabrication i.e. functional machine/product in this semester. Participation in any technical event/ competition to fabricate and demonstrate an innovative machine or product could be encouraged under this course.

Note: The maximum number of students in a group should not exceed four.

B. Tech. (6th Semester) Mechanical Engineering							
MEP-302	**INTERNAL COMBUSTION ENGINES**						
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Total**	**Time (Hrs.)**
3	**1**	**0**	**4**	**75**	**25**	**100**	**3**
Purpose:	To provide the detailed understanding of internal combustion engine, air compressors and gas turbines mainly based on its performance and emission parameters.						
Course Outcomes							
CO1	Enable the students to understand the basic concepts of Internal and External combustion engines and to familiarize with different air standard cycles.						
CO2	Equip the students with types of injection systems, carburetor, detonation and C.I. combustion chambers and to understand their applications.						
CO3	Students will have the ability to understand the performance, combustion and emission parameters of S.I. and C.I. engines. Also to understand various lubrication systems.						
CO4	Enable the students to understand the basic concepts of reciprocating air compressors and gas turbine along with exhaust gas heat exchanger.						

UNIT-I

Heat engines; Internal and external combustion engines; Classification of I.C. Engines; Cycle of operations in four strokes and two-stroke IC engines; Wankle Engine.

Air standard cycles: Assumptions made in air standard cycles; Otto cycle; Diesel cycle; Dual combustion cycle; Comparison of Otto, diesel and dual combustion cycles; Sterling and Ericsson cycles; Air standard efficiency, Specific work output. Specific weight; Work ratio; Mean effective pressure; Deviation of actual engine cycle from ideal cycle.

UNIT-II

Carburetor and Injection systems: Mixture requirements for various operating conditions in S.I. Engines; Elementary carburetor, Calculation of fuel air ratio; The complete carburetor; Requirements of a diesel injection system; Type of injection system; Petrol injection; Requirements of ignition system; Types of ignition systems, ignition timing; Spark plugs.

Engine parameters and knocking: S.I. engines; Ignition limits; Stages of combustion in S. I. Engines; Ignition lag; Velocity of flame propagation; Detonation; Effects of engine variables on detonation; Theories of detonation; Octane rating of fuels; Pre-ignition; S.I. engine combustion chambers. Stages of combustion in C.I. Engines; Delay period; Variables affecting delay period; Knock in C.I. Engines; Cetane rating; C.I. Engine combustion chambers.

UNIT-III

Lubrication and cooling systems: Functions of a lubricating system, Types of lubrication system; Mist, Wet sump and dry sump systems; Properties of lubricating oil; SAE rating of lubricants; Engine performance and lubrication; Necessity of engine cooling; Disadvantages of overcooling; Cooling systems; Air-cooling, Water-cooling; Radiators.

Heat balance and emission control: Performance parameters; BHP, IHP, Mechanical efficiency; Brake mean effective pressure and indicative mean effective pressure, Torque, Volumetric efficiency; Specific fuel consumption (BSFC, ISFC); Thermal efficiency; Heat balance; Basic engine measurements; Fuel and air consumption, Brake power, Indicated power and friction power, Heat lost to coolant and exhaust gases; Performance curves; Pollutants from S.I. and C.I. Engines; Methods of emission control, Alternative fuels for I.C. Engines; The current scenario on the pollution front.

UNIT-IV

Air compressor: Working of a single stage reciprocating air compressor; Calculation of work input; Volumetric efficiency; Isothermal efficiency; Advantages of multi stage compression; Two stage compressor with inter-cooling; Perfect inter cooling; Optimum intercooler pressure; Rotary air compressors and their applications; Isentropic efficiency.

Gas turbine: Brayton cycle; Components of a gas turbine plant; Open and closed types of gas turbine plants; Optimum pressure ratio; Improvements of the basic gas turbine cycle; Multi stage compression with inter-cooling; Multi stage expansion with reheating between stages; Exhaust gas heat exchanger; Application of gas turbines.

Text books:

1. Internal Combustion Engine by V. Ganeshan Tata Mc-Graw Hill Publications.
2. Internal Combustion Engine by Mathur & Sharma, Dhanpat Rai Publications.
3. Internal Combustion Engine by Ramalingam Sci-tech publications.
4. Internal Combustion Engine Fundamentals by John B. Heywood, Tata Mc-Graw Hill Publications.

Reference Books

1. Heat Power Engineering by Dr. V.P. Vasandhani & Dr. D.S. Kumar
2. Fundamentals of Internal Combustion Engine by H. N. Gupta, PHI publications.

Note: The paper setter will set the paper as per the question paper template provided.

B. Tech (6th Semester) Mechanical Engineering							
MEP-304	**GAS DYNAMICS AND JET PROPULSION**						
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Total**	**Time (Hrs)**
3	**1**	**0**	**4**	**75**	**25**	**100**	**3**
Purpose:	To familiarize the students for the concept of compressible and incompressible flows and to understand the aircraft and rocket propulsion.						
Course Outcomes							
CO 1	To enable the students to understand compressible flow fundamentals, Mach number, types of waves and effect of Mach number on compressibility.						
CO 2	Equip the students for compressible flow with friction and its effect in flow through nozzles. Also to understand the effect of friction in flow through nozzles.						
CO 3	Students will understand the concepts of normal and oblique shock in compressible flow. Also to study Rayleigh line and Rayleigh flow equation.						
CO 4	Students will learn the aircraft propulsion systems and rocket propulsion with their applications. Also to learn the solid and liquid propellants.						

UNIT-I

Compressible flow – fundamentals: Energy and momentum equations for compressible fluid flows, various regions of flows, reference velocities, stagnation state, velocity of sound, critical states, Mach number, critical Mach number, types of waves, Mach cone, Mach angle, effect of Mach number on compressibility

UNIT-II

Flow through variable area ducts: Isentropic flow through variable area ducts, T-s and h-s diagrams for nozzle and diffuser flows, area ratio as a function of Mach number, mass flow rate through nozzles and diffusers, effect of friction in flow through nozzles.

UNIT-III

Flow through constant area ducts: Flow in constant area ducts with friction (Fanno flow) - Fanno curves and Fanno flow equation, variation of flow properties, variation of Mach number with duct length. Flow in constant area ducts with heat transfer (Rayleigh flow), Rayleigh line and Rayleigh flow equation, variation of flow properties, maximum heat transfer.

Normal and oblique shock: Governing equations, variation of flow parameters like static pressure, static temperature, density, stagnation pressure and entropy across the normal shock, Prandtl – Meyer equation, impossibility of shock in subsonic flows, flow in convergent and divergent nozzle with shock. Flow with Oblique Shock – Fundamental relations, Prandtl‟s equation, Variation of flow parameters.

UNIT-IV

Propulsion: Aircraft propulsion – types of jet engines – study of turbojet engine components – diffuser, compressor, combustion chamber, turbine and exhaust systems, performance of turbo jet engines – thrust, thrust power, propulsive and overall efficiencies, thrust augmentation in turbo jet engine, ram jet and pulse jet engines. Rocket propulsion – rocket engines thrust equation – effective jet velocity specific impulse – rocket engine performance, solid and liquid propellants.

Text Books:

1. Fundamental of compressible flow with Aircraft and Rocket propulsion by S.M., Yahya, New Age International (p) Ltd., New Delhi.
2. Compressible fluid flow by Patrich.H. Oosthvizen, William E.Carscallen, McGraw-Hill.
3. Gas turbine theory by Cohen.H., Rogers R.E.C and Sravanamutoo, Addison Wesley Ltd.

Reference Books:

1. Gas Turbines by V. Ganesan, Tata McGraw-Hill, New Delhi.
2. Gas Dynamics by E. Rathakrishnan, Prentice Hall of India, New Delhi.

B. Tech (6th Semester) Mechanical Engineering							
MEP-306	**Design of Transmission Systems**						
L	**T**	**P**	**Credits**	**Major Test**	**Minor Test**	**Total**	**Time (Hrs.)**
3	**1**	**0**	**4**	**75**	**25**	**100**	**3**
Purpose	To understand the components of transmission systems and make the students capable of design the transmission system and its various elements.						
Course Outcomes							
CO 1	The students will be capable of designing and selection of belt drives, pulleys and the chain drives from manufacturer's catalogue.						
CO2	The students will be able to understand the mechanism of manual transmission, clutch synchronization and gear drives.						
CO4	The students will be able to apply the Lewi's and Buckingam's equations for the design of spur, helical and bevel gears.						
CO5	The students will be capable of designing worm gear based on strength rating, wear rating and thermal rating and to understand the selection of belts and chain drives from manufacturer's catalogue.						
CO6	The students will be able to understand about the structure of torque converters, torque formulation and torque capacity.						
CO7	The students will be capable of designing the gear boxes, couplings and their selection for real application.						

UNIT-I

Flat belt drives and pulleys: Introduction, Selection of flat belts from manufacturer's catalogue, Pulleys for flat belts. **V-Belts and pulley:** Selection of V-Belts and V-grooved pulley. **Chain Drives:** Roller chains, geometric relationships, polygonal effect, power rating, sprocket wheels, design of chain drives, chain lubrication.

Manual transmissions: Powertrain layout and manual transmission structure, power flows and gear ratios.

UNIT-II

Manual transmission clutches: Clutch structure, clutch torque capacity, synchronizer and synchronization: shift without synchronizer, shift with synchronizer, equivalent mass moment of inertia, equation of motion during synchronization, condition for synchronization, shifting mechanisms.

Gear drives: Classification of gears, selection of type of gears, law of gearing, standard systems of gear tooth, interference and undercutting, backlash.

Design of spur gears: geometry and nomenclature, force analysis, material selection, beam strength of gear tooth, effective load on gear tooth, module estimation based on beam strength, wear strength of gear tooth, module estimation based on wear strength, spur gear design procedure.

Design of helical gears: geometry and nomenclature, force analysis, beam strength of helical gears, effective load on gear tooth, wear strength of helical gears, design procedure.

UNIT-III

Design of bevel gears: Geometry and nomenclature, force analysis, beam strength of bevel gears, effective load on gear tooth, wear strength of bevel gears, design procedure. **Design of worm gears:** Terminology, force analysis, friction in worm gears, material selection, strength rating and wear rating, thermal considerations and design procedure.

Torque converters: Torque converter structure and functions: torque multiplication and fluid coupling, torque converter locking up, automatic transmission fluid (ATF) circulation and torque formulation, torque capacity and input–output characteristics.

UNIT-IV

Design of speed reducers (gear boxes): Geometric progression, standard step ratio, ray diagram, kinematics layout, design of sliding mesh gear box, design of multi speed gear box for machine tool applications, constant mesh gear box, speed reducer unit, variable speed gear box.

Design of couplings: Design of muff coupling, clamp coupling, rigid flange couplings and bushed-pin flexible couplings.

Text Books:

1. Mechanical Engineering Design, Joseph E. Shigley and Charles R. Mischke, Tata McGraw Hill Book Co.
2. Automotive Power Transmission Systems, Yi Zhang and Chris Mi, Wiley Publications.
3. Design of Machine Element, V. B. Bhandari, Mc Graw Hill Edu. Pvt. Ltd.
4. Machine Design, R.S. Khurmi and J.K. Gupta, S. Chand.

Reference Books:

1. Machine Component Design, Robert C. Juvinall and Kurt M. Marshek, Wiley India Pvt. Ltd.
2. Mechanical Design of Machine Elements and Machines, Collins and Busby, Wiley India Pvt. Ltd.
3. Machine Design, U.C. Jindal, Pearsons publications.
4. Design of Transmission Systems, E.V.V. Ramamurthy and S. Ramachandaran, Air Walk Publications.
5. Handbook of Gear Design and Manufacture, S. P. Radzevich, CRC Press, T&F.

Design Data Books:

1. Design Data Book of Engineers, Compiled by Faculty of Mechanical Engineering, PSG College of Technology, Publisher Kalaikathir Achchagam, Coimbataore, 2009.
2. Design Data Handbook for Mechanical Engineers in SI and Metric Units, 4th Ed, Mahadevan and Balaveera Reddy.
3. Machine design data book, V.B. Bhandari, Mc Graw Hill Edu. Pvt. Ltd.

Note: The paper setter will set the paper as per the question paper template provided.

B. Tech (6th Semester) Mechanical Engineering							
MEP-308	**Composite Materials**						
L	**T**	**P**	**Credits**	**Major Test**	**Minor Test**	**Total**	**Time (Hrs)**
3	**1**	**0**	**4**	**75**	**25**	**100**	**3**
Purpose	To acquaint with the knowledge of different composite materials manufacturing techniques and familiarization with the basic expressions and methods used in the mechanics of composite structures, characterization techniques and understanding of practical implementation.						
Course Outcomes							
CO 1	Students will be able to understand the different reinforcement and matrix material with their practical application.						
CO 2	Students will understand different composite fabrication techniques and will be able to analyse the behaviour of unidirectional composites at micro and macro level.						
CO 3	Students will be able to determine the stresses and strains in the short fiber reinforced composites and laminated composites.						
CO 4	Students will understand different experimental techniques for physical and mechanical characterization and different non-destructive techniques.						

Unit- I

Introduction: Definitions, characteristics, classification, particulate composites, fiber-reinforced composites, applications of fiber composites, Advance fibers: glass fibers, carbon and graphite fibers, aramid fibers, boron fibers, other fibers, matrix materials.

Emerging composite materials: Nanocomposites, carbon-carbon composites, bio-composites, composites in "smart" structures.

Unit- II

Fabrication of composites: Fabrication of thermosetting resin Matrix composites: Hand lay-up technique, bag molding processes, resin transfer molding, filament winding, pultrusion; Fabrication of thermoplastic-resin matrix composites (Short-fiber composites), Fabrication of Metal matrix and ceramic matrix composites.

Behavior of unidirectional composites: Nomenclature, volume and void fraction, longitudinal behavior of unidirectional composites, transverse stiffness and strength, failure modes, expansion co-efficient and transport properties.

Unit-III

Short-fiber composites: Introduction, theories of stress transfer: approximate analysis of stress transfer, stress distribution from finite-element analysis, average fiber stress. Modulus and strength of short-fiber composites: prediction of modulus, prediction of strength, effect of matrix ductility.

Analysis of laminated composites: Introduction, laminate strains, variation of stresses in laminates, resultant forces and moments, laminate description system, determination of laminate stresses and strains, analysis of laminates after initial failure, performance of fiber composites: fatigue and impact effects.

Unit-IV

Experimental characterization of composites: Introduction, measurement of physical properties: density, constituent weight and volume fractions, void volume fraction, thermal expansion coefficient,

moisture absorption and diffusivity and moisture expansion co-efficient, measurement of mechanical properties: properties in tension, compression, in-place shear properties.

Damage identification using non-destructive evaluation techniques:- Ultrasonic, X-Radiography, Laser Shearography, Thermography.

Text Books:

1. Analysis and performance of Fiber Composites by Bhagwan D. Agarwal, Lawrence J. Broutman, K. Chandrashekhara, Wiley India Pvt. Ltd., India.
2. Fiber Reinforced Composites: Materials Manufacturing and Design by P.K. Mallick, 3rd Edition, CRC Press.
3. Mechanics of Composite Materials by Autar K. Kaw, 2nd Edition, CRC Taylor and Francis Group.
4. Composite Materials, Design and Applications by Daniel Gay, Suong V. Hoa, 2nd Edition, CRC Taylor and Francis Group.

Reference Books:

1. Mechanics of Composite Materials by R. M. Jones, CRC Press.
2. Fibrous Materials by K. K. Chawla, Cambridge University Press.

Note: The paper setter will set the paper as per the question paper template provided.

B. Tech. (6th Semester) Mechanical Engineering							
MEP-310	**REFRIGERATION AND AIR CONDITIONING**						
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Total**	**Time (Hrs.)**
3	**1**	**0**	**4**	**75**	**25**	**100**	**3**
Purpose	The objective of this course is to make the students aware of refrigeration, Air-conditioning, various methods of refrigeration. The course will help the students to build the fundamental concepts in order to solve engineering problems and to design HVAC applications.						
Course Outcomes							
CO 1	Students should be able to understand different refrigeration processes like ice refrigeration, evaporative refrigeration, refrigeration by expansion of air, steam jet refrigeration systems etc.						
CO 2	Students will identify, formulate and solve air refrigeration, vapour refrigeration and vapour absorption refrigeration problems.						
CO 3	Students will identify and understand refrigerants and their uses as per their properties and environmental effects etc.						
CO 4	Students should grab the knowledge of psychometric properties, psychometric chart and its use for different cooling and heating processes along with humidification and dehumidification.						
CO 5	Students should be able to design various air-conditioning systems by including the internal and external heat gain.						

REFRIGERATION

UNIT-I

Introduction: Basics of heat pump & refrigerator, Carnot refrigeration and heat pump, units of refrigeration, COP of refrigerator and heat pump, Carnot COP, Ice refrigeration, evaporative refrigeration, refrigeration by expansion of air, refrigeration by throttling of gas, vapour refrigeration system, steam jet refrigeration, thermo- electric cooling, adiabatic demagnetization.

Air refrigeration: Basic principle of operation of air refrigeration system, Bell Coleman air refrigerator, advantages of using air refrigeration in air craft, disadvantage of air refrigeration in comparison to other cold producing methods, simple air refrigeration in air craft, simple evaporative type, air refrigeration in air craft, necessity of cooling the aircraft.

UNIT-II

Simple vapour compression refrigeration system: Simple vapour compression refrigeration system, different compression processes (wet, dry and saturated Compression, superheated compression), Limitations of vapour compression refrigeration system if used on reverse Carnot cycle, representation of theoretical and actual cycle on T-S and P-H charts, effects of operating conditions on the performance of the system, advantages of vapour compression system over air refrigeration system.

Advanced vapour compression refrigeration system: Methods of improving COP, flash chamber, flash inter cooler, optimum inter stage pressure for two stage refrigeration system, single expansion and multi expansion cases, basic introduction of single load and multi load systems, cascade systems.

Vapour absorption refrigeration system and special topics: Basic absorption system, COP and maximum COP of the absorption system. Actual NH_3 absorption system, function of various components, Li-Br absorption system, Selection of refrigerant and absorbent pair in vapour absorption system, Electro-Lux refrigerator, comparison of compression and absorption refrigeration system, Nomenclature of refrigerants, desirable properties of refrigerants, cold storage and Ice Plants.

AIR-CONDITIONING

UNIT-III

Introduction: Difference between refrigeration and Air-conditioning, Psychrometric properties of moist air (wet bulb, dry bulb, dew point temperature, relative and specific humidity, temperature of adiabatic saturation), empirical relation to calculate P_v of moist air.

Psychrometry: Psychrometric chart, construction and use, mixing of two air streams, sensible heating and cooling, latent heating and cooling, humidification and dehumidification, cooling with dehumidification, cooling with adiabatic humidification, heating and humidification, By- pass factor of coil, sensible heat factor, ADP of cooling coil, Air washer.

UNIT-IV

Air-conditioning Systems: Classification, factors affecting air-conditioning systems, comfort air-conditioning system, winter air-conditioning system, summer air-conditioning system, year round air-conditioning system, unitary air-conditioning system, central air-conditioning system, Room sensible heat factor, Grand sensible heat factor, effective room sensible heat factor.

Cooling Load calculation: Inside design conditions, comfort conditions, components of cooling load, internal heat gains (occupancy, lighting, appliances, product and processes), system heat gain (supply air duct, A.C. fan, return air duct), External heat gain (heat gain through building, solar heat gain through outside walls and roofs), sol-air temperature, solar heat gain through glass windows, heat gain due to ventilation and infiltration.

Industrial and Commercial Application: Transport air conditioning, evaporative condensers, cooling towers, heat pumps.

Text Books:

1. Refrigeration and Air-conditioning by C.P. Arora, Tata McGraw-Hill
2. Basic Refrigeration and Air-conditioning by Ananthana and Rayanan, McGraw-Hill

Reference Books:

1. Refrigeration and Air Conditioning by Arora and Domkundwar, Dhanpat Rai.
2. Refrigeration and air-conditioning by R.C.Arora, PHI

Note: The paper setter will set the paper as per the question paper template provided.

B. Tech (6th Semester) Mechanical Engineering							
MEP-312	**PRODUCT ENGINEERING**						
Lecture	**Tutorial**	**Practical**	**Credit**	**Major Test**	**Minor Test**	**Total**	**Time**
3	**1**	**0**	**4**	**75**	**25**	**100**	**3**
Purpose	To acquaint the students with the knowledge of engineering techniques used to produce an engineering product.						
Course Outcomes							
CO1	Students will be able to attain the theoretical knowledge of different work, method and time study, recording charts and techniques.						
CO2	Students will be able to understand the importance of inventory control and solve the problems related queuing theory.						
CO3	Students will be able to attain the theoretical knowledge of sales forecasting and understand the network analysis representations.						
CO4	Students will be familiarize with the concept of value engineering and different modern approaches of product design.						

Unit-I

Introduction to Work Study: Work study, human considerations in work study, relationship of work-study person with management, relationship of work-study person and supervisor, Method Study: procedure of method study, Therbligs, Motion study, cycle graph and chronocycle graph: equipment used, procedure and uses, principles of motion economy, Work measurement: definitions and objectives, time-study procedures, work-measurement techniques, job selection for work measurement, equipment's and forms used for time study, performance rating, determination of normal time and standard time allowances, pre-determined motion time systems.

Ergonomics: Human being as applicator of forces, Anthropometry, the design of controls, the design of displays, Man/Machine information exchange, Workplace layout from ergonomic considerations.

Unit-II

Inventory Control: Functions of inventory; Types of inventory; Control importance functions, Inventory costs, factors affecting inventory control, various inventory controls models; A.B.C. analysis, lead-time calculations.

Queuing Theory: Introduction, applications of Queuing theory, waiting time and idle time cost, Single channel queuing theory and multi-channel queuing theory with Poisson arrivals and exponential services, numerical on single channel and multi channels theory.

Unit-III

Sales Forecasting: Introduction, objectives and importance of sales forecasting, Types of forecasting, Methods of sales forecasting, Collective opinion method, Delphi technique, economic indicator method; Regression analysis.

Network Analysis: Phases of project management, network representation, techniques for drawing network, numbering of events (Fulkersen rule), PERT calculations, Critical path method (CPM): Forward pass computation, backward pass computation, computation of float and slack time, critical

path, time cost optimization algorithm, updating a project, resource allocation and scheduling, Management operation system technique (MOST).

Unit-IV

Value Engineering: Value, Nature and measurement of value, Maximum value, Normal degree of value, Importance of value, value analysis job plan, creativity, steps to problem solving and value analysis, value analysis tests, value engineering idea generation check list, Cost reduction through value engineering-case study, materials and process selection in value engineering.

Modern Approaches: Concurrent engineering, Quality function deployment (QFD), Reverse engineering, 3D printing.

Text Books:

1. Work study and Ergonomics by Prof. P.C. Tewari, Ane Books Pvt. Ltd., New Delhi-110002.
2. Operations Research by A. M., Natarajan and P. Balasubramanie, Pearson Education India.
3. Industrial Engineering and Production Management by TelSang Martand, S. Chand and company Ltd.

Reference Books:

1. Operation Research by Prem Kumar Gupta and D.S. Heera, S. Chand Publications.
2. Motion and time study: Improving Productivity by Marvin E, Mundel and David L, Pearson Education.
3. Work study and Ergonomics by S. K. Sharma and Savita Sharma, S. K. Kataria and Sons, Delhi.
4. Product design and engineering by A. K. Chitale and Gupta, PHI

Note: The paper setter will set the paper as per the question paper template provided.

B. Tech. (6th Semester) Mechanical Engineering								
MEC-306 L	**MECHANICAL ENGINEERING LAB-I**							
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Practical**	**Total Time**	**Time (Hrs.)**
0	**0**	**2**	**1**	**0**	**40**	**60**	**100**	**3**
Purpose:	To provide practical knowledge in the concerned subject that a student opt from the program electives offered in the curriculum.							

INTERNAL COMBUSTION ENGINES PRACTICALS:

COURSE OUTCOMES:

CO 1: The students will be able to understand the principles, construction and working of S.I. and C.I. engines.

CO 2: The students will be familiarized with fuel injection systems, lubrication and cooling systems.

CO 3: The students will also be able to calculate the performance parameters of reciprocating air compressor, petrol and diesel engines.

LIST OF EXPERIMENTS

1. To make a trial on single cylinder 4-stroke Diesel Engine to calculate B. H. P., S.F.C. and to draw its characteristics curves.
2. To make a trial on 4-stroke high-speed diesel engine and to draw its Heat Balance Sheet.
3. To make a trial on Wiley's jeep Engine at constant speed to calculate B. H. P., S. F. C. Thermal efficiency and to draw its characteristic Curves.
4. To make Morse Test to calculate IHP of the multi cylinder petrol engine and to determine its mechanical efficiency.
5. To calculate the isothermal efficiency and volumetric efficiency of a 2 stage reciprocating air compressor.
6. To find out the efficiency of an air Blower.
7. To make a trial on the Boiler to calculate equivalent evaporation and efficiency of the boiler.
8. To study the following models;
   (a) Gas Turbine (b) Wankle Engine.
9. To study
   (a) Lubrication and cooling systems employed in various I. C. Engines in the Lab
   (b) Braking system of automobile in the lab
10. To study a Carburetor.
11. To study (I) the Fuel Injection System of a C. I. Engine. (II) Battery Ignition system of a S.I. Engine
12. To study Cooling Tower.
13. To make a trial with multi-cylinder four stroke vertical Diesel Engine test Rig with Hydraulic Dynamometer.

DESIGN OF TRANSMISSION SYSTEMS PRACTICALS:

COURSE OUTCOMES:

CO 1: The students will be familiarized with different modules of SOLIDWORKS/ANSYS for the analysis and simulation of transmission elements.

CO 2: The students will be able to apply the design principles and concepts in designing and simulation of various transmission elements of an automobile under different operating conditions.

CO 3: The students will be capable of understanding the constructional details and working of different transmission components used in automobiles.

LIST OF EXPERIMENTS

1. To model and simulate the V-belt drive/belt conveyor.
2. To simulate and analyze the rack and pinion arrangement under different loading conditions.
3. Static structural analysis of different gears.
4. Transient and explicit analysis on transmission system gears.
5. To simulate and analyze rigid flange coupling and bushed-pin flexible coupling.
6. To simulate and analyze the camshaft.
7. Static structure and fatigue analysis of crank shaft.
8. To study the construction details, working principles and operations of different types of automotive clutches.
9. To study the direct-shift continuous variable transmission (CVT) system.
10. To study the constructional details, working principles and operations of different types of automotive brakes.

GAS DYNAMICS AND JET PROPULSION PRACTICALS

COURSE OUTCOMES:

CO 1: Students will be able to simulate and analyse the flow through the nozzle and an airfoil.

CO 2: Students will be able to understand the simulation of vortex shedding phenomenon.

CO 3: Students will have an experience to validate the computer program for coutte flow.

CO 4: Students will be able to validate the computer based program of fully developed laminar flow in a pipe.

LIST OF EXPERIMENTS

1. To simulate and analyze the compressible flow through a nozzle.
2. To simulate and analyze the transonic flow over an airfoil.
3. To simulate vortex shedding phenomenon over a cylinder in laminar flow.
4. To make and validate a computer program for the coutte flow.
5. To make and validate a computer program for the fully developed laminar flow in circular pipe.
6. To simulate and analyze the laminar flow pipe.

Note: At least six experiments are required to be performed by students from the above list and remaining four may be performed from the experiments developed by the institute.

B. Tech. (6th Semester) Mechanical Engineering								
MEC-308 L	**MECHANICAL ENGINEERING LAB-II**							
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Practical**	**Total Time**	**Time (Hrs.)**
0	**0**	**2**	**1**	**0**	**40**	**60**	**100**	**3**
Purpose:	To provide practical knowledge in the concerned subject that a student opt from the program electives offered in the curriculum.							

COMPOSITE MATERIALS PRACTICALS

COURSE OUTCOMES:

CO 1: The students will have a practical exposure with different types of composites development techniques.

CO 2: The students will be able to practically implement the theoretical knowledge in the fabrication of different types of composites such as polymer matrix composites, MMC etc.

CO 3: The students will be capable of analysing the physical, mechanical and tribological behavior of the developed composites.

LIST OF EXPERIMENTS

1. To study the hot compression molding technique for the preparation of thermosetting-resin matrix composites.
2. To develop the advanced fiber reinforced polymer composites and characterize for their physical properties (density, constituent weight and volume fractions, void volume fraction, thermal expansion coefficients, moisture absorption and diffusivity, moisture expansion coefficients).
3. To find the hardness and tensile and flexural properties of the advanced fiber reinforced polymer composites.
4. To develop the particle reinforced polymer composites and characterize for their physical properties (density, constituent weight and volume fractions, void volume fraction, thermal expansion coefficients, moisture absorption and diffusivity, moisture expansion coefficients).
5. To develop the Al metal-matrix composites using friction stir casting and characterize for various mechanical properties.
6. To find the friction and wear properties of Al metal matrix composites using pin-on-disc apparatus.
7. To find the hardness and tensile and flexural properties of the particle reinforced polymer composites.
8. To find the friction and wear properties of fiber reinforced/particle reinforced polymer composites using pin-on-disc apparatus.

REFRIGERATION AND AIR CONDITIONING PRACTICALS

COURSE OUTCOMES:

CO 1: The students will be able to understand the basics and working principle of water cooler.

CO 2: The students will be able to understand different cycles of operation in air-conditioning practically.

CO 3: The students will understand the humidity measurement and its importance in air-conditioning.

CO 4: The students will know about the various control devices and parts of refrigeration and air-conditioning systems used in actual practice.

LIST OF EXPERIMENTS

1. To study and perform experiment on basic vapour compression Refrigeration Cycle.
2. To study and perform experiment on Solar Air-conditioner based on vapour absorption cycle.
3. To find C.O.P. of water cooler.
4. To study and perform experiments on compound compression and multi-load systems.
5. To study and perform experiment on vapour absorption apparatus.
6. Perform the experiment & calculate various performance parameters on a blower apparatus.
7. To find the performance parameter of cooling tower.
8. To study various components in room air conditioner.
9. To find RH of atmospheric air by using Sling Psychrometer.
10. To find performance of a refrigeration test rig system by using different expansion devices.
11. To study different control devices of a refrigeration system.
12. To find the performance parameters of Ice Plant.
13. To study and perform experiment on Cascade system.

PRODUCT ENGINEERING PRACTICALS

COURSE OUTCOMES:

CO 1: The students will be able to understand the concept of P-Chart and C-Chart.

CO 2: The students will understand the normal distribution and universal distribution.

CO 3: The students will be able to interpret the two handed process chart and Multi activity chart (Man-Machine Chart).

CO 4: The students will be able to interpret the concept of $\bar{X}$, R Charts and Process capability.

LIST OF EXPERIMENTS

1. To draw left and right hand process charts and to conduct time study for the bolt, washer & nut assembly of present and improved methods.
2. To show that sample means for a normal universe follow a normal distribution.
3. To learn performance rating through observation of the activity of dealing pack of 52 playing cards.
4. To study the changes in heart beat rate for different subjects using Treadmill.
5. To plot the operating charters tic curve for a single sampling attributes plan of a given lot of plastic balls and to compare the actual O.C curve with theoretical O.C curve.
6. To study the changes in heart beat rate for different subjects using Ergocycle.
7. To draw P-Chart for fraction defective and to check the control of the process for a given set of plastic balls.
8. To draw a C- chart for a given set of metal discs and to check the control of the process by taking each disk with 10 holes of each 6 mm size as one unit.
9. To show that the sample means from a rectangular universe follow a normal distribution.

10. To draw multiple activity chart or man-machine chart for the subject of toasting 3 slices of bread in one electric double compartment toaster.
11. To draw $\bar{X}$ and R charts and to determine the process capability from the measurement of large diameter of a given set of stepped pins.
12. Measure the skill and dexterity in the moment of wrist and fingers using pin board.

Note: At least eight experiments are required to be performed by students from the above list and two may be performed from the experiments developed by the institute.

UNIVERSITY INSTITUTE OF ENGINEERING AND TECHNOLOGY
(A constituent Autonomous Institute and Recognized by UGC under Section 12(B) and 2(f))
KURUKSHETRA UNIVERSITY, KURUKSHETRA
Established by the state Legislature Act XII of 1956

('A+' Grade, NAAC Accredited)

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING (CREDIT BASED)

(With specialization in Thermal Engineering)

Semester-I w.e.f. 2020-22 batch onwards

S. No.	Course No.	Course Name	L:T:P	Hours/ Week	Credits	Examination Schedule (Marks)				Duration of Exam (Hrs.)
						Major Test	Minor Test	Practical	Total	
1	MTTE-101	Advanced Fluid Dynamics	3:0:0	3	3	60	40	-	100	3
2	MTTE-103	Advanced Heat Transfer	3:0:0	3	3	60	40	-	100	3
3		[1]Programme Elective - I	3:0:0	3	3	60	40	-	100	3
4		[2]Programme Elective - II	3:0:0	3	3	60	40	-	100	3
5	MTRM-111	Research Methodology and IPR	2:0:0	2	2	60	40	-	100	3
6	MTTE-117	Advanced Heat Transfer Lab	0:0:4	4	2	-	40	60	100	3
7	MTTE-119	Refrigeration and Cryogenics Lab	0:0:4	4	2	-	40	60	100	3
8		*Audit Course –I	2:0:0	2	-	-	100*	-	100*	3
		Total		**24**	**18**	**300**	**280**	**120**	**700**	

[1]LIST OF PROGRAMME ELECTIVE – I (Thermal Engg.)			[2]LIST OF PROGRAMME ELECTIVE – II (Thermal Engg.)		
1.	MTTE-105	Advanced Thermodynamics	1.	MTTE-111	Refrigeration and Cryogenics
2.	MTTE-107	Design of Thermal Systems	2.	MTTE-113	Air Conditioning System Design
3.	MTTE-109	Energy Conservation and Management	3.	MTTE-115	Gas Turbines

*LIST OF AUDIT COURSES – I (Thermal Engg.)					
1.	MTAD-101	English for Research Paper Writing	3.	MTAD-105	Sanskrit for Technical Knowledge
2.	MTAD-103	Disaster Management	4.	MTAD-107	Value Education

*Audit Courses I is a mandatory course which will be non-credit subject and student has to get passing marks in order to qualify the semester. However, the marks will not be added in the total marks.

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING (CREDIT BASED)
(With specialization in Thermal Engineering)
Semester-II w.e.f. 2020-22 batch onwards

S. No.	Course No.	Course Name	L:T:P	Hours/ Week	Credits	Examination Schedule (Marks)				Duration of Exam (Hrs.)
						Major Test	Minor Test	Practical	Total	
1	MTTE-102	Advanced Internal Combustion Engines	3:0:0	3	3	60	40	-	100	3
2	MTTE-104	Steam Engineering	3:0:0	3	3	60	40	-	100	3
3		[3]Programme Elective - III	3:0:0	3	3	60	40	-	100	3
4		[4]Programme Elective - IV	3:0:0	3	3	60	40	-	100	3
5	MTTE-118	Advanced Internal Combustion Engines Lab	0:0:4	4	2	-	40	60	100	3
6	MTTE-120	Computational Fluid Dynamics Lab	0:0:4	4	2	-	40	60	100	3
7	MTTE-122	Mini Project	0:0:4	4	2	-	100	-	100	3
8		*Audit Course -II	2:0:0	2	-	-	100*		100*	3
		Total		**26**	**18**	**240**	**340**	**120**	**700**	

[3]LIST OF PROGRAMME ELECTIVE – III (Thermal Engg.)			[4]LIST OF PROGRAMME ELECTIVE – IV (Thermal Engg.)		
1.	MTTE-106	Design of Solar and Wind Systems	1.	MTTE-112	Computational Fluid Dynamics
2.	MTTE-108	Nuclear Engineering	2.	MTTE-114	Design of Heat Transfer Equipments
3.	MTTE-110	Convective Heat Transfer	3.	MTTE-116	Compressible Flow Machines

*LIST OF AUDIT COURSES – II (Thermal Engg.)					
1.	MTAD-202	Constitution of India	3.	MTAD-206	Stress Management by Yoga
2.	MTAD-204	Pedagogy Studies	4.	MTAD-208	Personality Development through Life Enlightenment Skills

*Audit Course-II is a mandatory course which will be non-credit subject and student has to get passing marks in order to qualify the semester. However, the marks will not be added in the total marks.

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING (CREDIT BASED)
(With specialization in Thermal Engineering)
Semester-III w.e.f. 2020-22 batch onwards

S. No.	Course No.	Course Name	L:T:P	Hours/Week	Credits	Examination Schedule (Marks)				Duration of Exam (Hrs)
						Major Test	Minor Test	Practical	Total	
1		[5]Programme Elective-V	3:0:0	3	3	60	40	-	100	3
2		[6]Open Elective	3:0:0	3	3	60	40	-	100	3
3	MTTE-207	Dissertation Phase - I	0:0:20	20	10	-	100	-	100	-
		Total		**26**	**16**	**120**	**180**	**-**	**300**	

[5]LIST OF PROGRAMME ELECTIVE – V (Thermal Engg.)		
1.	MTTE-201	Advanced Computational Fluid Dynamics
2.	MTTE-203	Finite Element Methods
3.	MTTE-205	Thermal Modeling and Analysis

[6]LIST OF OPEN ELECTIVES (Thermal Engg.)					
1.	MTOE-309	Business Analytics	4.	MTOE-315	Cost Management of Engineering Projects
2.	MTOE-311	Industrial Safety	5.	MTOE-317	Composite Materials
3.	MTOE-313	Operations Research	6.	MTOE-319	Waste to Energy

Semester-IV w.e.f. 2020-22 batch onwards

S. No.	Course No.	Course Name	L:T:P	Hours/Week	Credits	Examination Schedule (Marks)				Duration of Exam (Hrs)
						Major Test	Minor Test	Practical	Total	
1	MTTE-202	Dissertation Phase - II	0:0:32	32	16	-	100	200	300	-
		Total		**32**	**16**	**-**	**100**	**200**	**300**	

INSTRUCTIONS FOR PAPER SETTER

1. The question paper is to be attempted in **THREE Hours**.
2. Maximum Marks for the paper are **60.**
3. The syllabus for the course is divided into **FOUR units.**
4. The paper will have a total of **NINE questions.**
5. **Question No. 1,** which is compulsory, shall be OBJECTIVE Type **and will have content from the entire syllabus (all Four Units).**

   Q. No. 2 & 3 from Unit I

   Q. No. 4 & 5 from Unit II

   Q. No. 6 & 7 from Unit III

   Q. No. 8 & 9 from Unit IV
6. All questions will have equal **weightage of 12 marks.**
7. The candidate will attempt a total of **FIVE questions**, each of 12 marks. Q. No. 1 is compulsory. The candidate shall attempt remaining **four** questions by selecting **only one question from each unit.**
8. A question may have any number of sections labeled as 1(a), 1(b), 1(c), 1(d), ---- 2(a), 2(b),-- A section may further have any number of subsections labeled as (i), (ii), (iii),------.
9. **SPECIAL INSRUCTIONS FOR Q. No. 1 ONLY**

   Question No. 1, which is compulsory, shall be OBJECTIVE/ short answer type **and will have content from the entire syllabus (all Four Units).**

   Emphasis is to be given on the basic concepts, analytical reasoning and understanding of the various topics in the subject. This question may have a number of parts and/or subparts. The short questions could be combination of following types:

i. Multiple Choice
ii. Yes/ No choice
iii. Fill in Blanks type
iv. Short numerical computations
v. Definitions
vi. Matching of Tables

The above mentioned question types is **only a Guideline**. Examiner could set the question as per the nature of the subject.

First Semester

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-I

MTTE-101	ADVANCED FLUID DYNAMICS						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
3	-	-	3	60	40	100	3
Objective	To understand fluid flow problems & regimes, governing parameters, industrial applications, laminar, turbulent & compressible flows, experiments in the field of fluid mechanics.						
Course Outcomes							
CO1	Students will be able to understand the fluid flow problems along with range of governing parameters.						
CO2	Students will be able to understand the flow patterns and ability to differentiate between various flow regimes and its effects & take up related problems of industrial base.						
CO3	Students will be able to create an understanding about turbulent & compressible flows.						
CO4	Students will be able to understand the devise the experiments in the field of fluid mechanics.						

UNIT-I

Introduction: Review of basic concepts of fluid mechanics & related terminology; Lagrangian and Eulerian approach; Introduction to advanced fluid dynamics.

Equations of Fluid Flow: Reynold's transport theorem; application of RTT to establish continuity, momentum and energy equations; Integral & differential form of Euler's equation & Bernoulli's equation; Navier Stokes equation.

Ideal flow: Fluid flow kinematics; potential flow; source; sink; uniform flow around a source, sink and vortex; doublet; Rankine oval; flow around uniform cylinder with and without circulation; pressure distribution on the surface of Rankine half body and on cylinder with and without rotation; Magnus effect; D'Alembert's paradox, problems.

UNIT-II

Exact solution of N-S equations: Navier Stokes equation, relation between shear stress and pressure gradient; plane Poiseuille and Couette flow; Hagen- Poiseuille flow through circular pipe; elements of hydrodynamic theory of lubrication; flow with very low Reynold's numbers: Stokes flow around a sphere. problems.

Laminar Boundary layer flows: Elements of two-dimensional boundary layer theory; boundary layer thickness, displacement thickness, momentum thickness and energy thickness; Prandtl Boundary layer equation; Blasius solution for boundary layer on a flat plate; Von-Karman Integral Method; Karman-Pohlhausen integral method for obtaining approximate solutions; boundary layer separation & control. problems.

UNIT-III

Turbulent Flow: Characteristics of turbulent flow, laminar-turbulent transition, turbulent boundary layer theory and equation; effects of turbulence; classification of turbulence; intensity and scale of turbulence: time mean motion and fluctuations, Reynold's equations of turbulence; turbulence modelling. problems.

Compressible Flow: Introduction, basic thermodynamic relations; wave propagation & speed of sound: Mach number, Mach Cone, Mach Angle and Mach Line; Basic equations for one dimensional compressible flow: Continuity, momentum & energy equations; isentropic flow relations; compressibility correction factor; steady flow adiabatic index, critical & sonic conditions; effect of variable flow area, converging, diverging and converging-diverging nozzles and diffusers. problems.

UNIT-IV

Experimental Techniques: Role of experiments in fluid mechanics, sources of error in experiments, sources of error in measurement, data analysis: classification of data, analysis of random signals, fourier transform technique, probability density function approach.

Mechanical Measurement Techniques: Introduction, probes and transducers: hot wire anemometry; single & double wire measurement; laser doppler velocimetry: light sources & LDV; *Particle Image Velocimetry*: introduction, seeding arrangement for PIV, particle dynamics, generating a light sheet, synchronizer.

Reference/Text Books:

1. Muralidhar and Biswas, "Advanced Engineering Fluid Mechanics", Alpha Science International, 2005.
2. Irwin Shames, "Mechanics of Fluids", McGraw Hill, 2003
3. R.W., McDonald A.T., "Introduction to Fluid Mechanics", John Wiley and Sons Inc, 1985
4. Pijush K. Kundu, Ira M Kohen and David R. Dawaling, "Fluid Mechanics", Fifth Edition, 2005
5. I.G. Currie, "Fundamentals of Mechanics of Fluid", McGraw-Hill.
6. Yuan, "Foundation of Fluid Mechanics", Prentice Hall.
7. R.W. Fox, P.J. Pritchard & A.T. McDonald, "Introduction to Fluid Mechanics", Wiley India.
8. S.K. Som and G. Biswas, "Introduction to Fluid Mechanics and Fluid Machines", Tata McGraw.
9. Gupta and Gupta, "Fluid Mechanics and its applications", Willey Easter.
10. Dr. D.S. Kumar, 'Fluid Mechanics and Fluid Power Engineering', Katson Books.

Note: The paper will have a total of NINE questions. Question No. 1, which is compulsory, shall be Short Answer or Objective Type and have contents from the entire syllabus (all Four Units).

All questions will carry equal **weightage of 12 marks**. The student will attempt a total of **FIVE questions,** each of 12 marks. Q. No. 1 is compulsory. The student shall attempt remaining four questions by selecting **only one question from each unit**

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-I

MTTE-103	ADVANCED HEAT TRANSFER						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
3	-	-	3	60	40	100	3
Objective	To understand the subject of Heat Transfer in detail with capability to solve Industrial Problems. This will also create the base and interest among the students to carry out the Future Research.						
Course Outcomes							
CO 1	The students will be able to formulate and analyze a heat transfer problem involving any of the three modes of heat transfer.						
CO 2	The students will be able to obtain exact solutions for the temperature variation using analytical methods where possible or employ approximate methods or empirical correlations to evaluate the rate of heat transfer						
CO 3	The students will be able to design devices such as heat exchangers and also estimate the insulation needed to reduce heat losses where necessary.						

UNIT-I

Conductive Heat Transfer: Review of the basic laws of conduction, convection and radiation. general heat conduction equation in different co-ordinates, one dimensional steady state conduction with variable thermal conductivity and with internal distributed heat sources, critical radius of insulation, extended surfaces review, generalized equation for fins, tapered fins, design considerations.

Two and three dimensional steady-state conduction, method of separation of variables, graphical method, relaxation technique.

Transient heat conduction: lumped capacitance analysis, plane wall with convection, radial systems with convection, semi-infinite solid, periodic heating, solutions using Heisler's charts.

UNIT-II

Convective Heat Transfer: Introduction to convection boundary layers, local and average convection coefficients, laminar and turbulent flow, boundary layer equations, boundary layer similarity, boundary layer analogies – heat and mass transfer analogy, Reynold's and Colburn analogies.

Forced convection: External forced convection - empirical method, flat plate in parallel flow, cylinder in cross flow, flow over a sphere; internal forced convection – hydrodynamic and thermal considerations, energy balance, laminar flow in circular tubes, convection correlations.

Natural Convection: Physical considerations, governing equations, laminar free convection on vertical surface, empirical correlations, free convection within parallel plate channels, empirical correlations, combined free and forced convection.

UNIT-III

Boiling and Condensation: Dimensionless parameters in boiling and condensation, boiling modes, pool boiling, correlations, forced convection boiling, physical mechanism of condensation, laminar and

turbulent film condensation, film condensation in tubes, dropwise condensation. Special topics: transpiration cooling, ablation heat transfer, fluidized bed combustion.

Heat Exchangers: Basic design methodologies – LMTD and effectiveness NTU methods, overall heat transfer coefficient, fouling of heat exchangers, classification of heat exchangers according to constructional features: tubular, plate type, extended surface heat exchanger, compact heat exchangers, plate and heat pipe type heat exchangers, heat transfer enhancement - passive and active techniques.

UNIT-IV

Radiative Heat Transfer: Fundamental concepts, radiation intensity, irradiation, radiosity, black body radiation, basic laws of radiation, emission from real surfaces, absorption, reflection and transmission by real surfaces, Kirchoff's law, gray surface, radiative heat exchange between two or more surfaces, view factor, radiation exchange between opaque, diffuse, gray surface in an enclosure; net radiation exchange at a surface, radiation exchange between surfaces, blackbody radiation exchange, two-surface enclosure, radiation shields, multimode heat transfer, radiation of gases and vapour.

Mass Transfer: Physical origins and rate equations, mixture composition, Fick's law of diffusion, mass transfer in stationary media, steady state diffusion through a plane membrane, equimolal diffusion, diffusion of water vapours through air, mass transfer coefficient, convective mass transfer, correlations.

Reference/Text Books:

1. Incropera, Dewitt, Bergmann and Levine, "Fundamentals of Heat and Mass Transfer", Wiley India, 2006.
2. J.P. Holman, "Heat Transfer", McGraw Hill, 1996.
3. Y.V.C. Rao, "Heat and Mass Transfer", Universities Press, 2001.
4. D.S. Kumar, "Heat and Mass Transfer", Katson Publication, 2013.
5. Kreith and Bohn, "Principles of Heat Transfer", Cengage Learning, Inc. 7th Edition, 2009.
6. N.H. Afgan and Schliinder, "Heat Exchangers Design and Theory", McGraw Hill.

Note: The paper will have a total of NINE questions. Question No. 1, which is compulsory, shall be Short Answer or Objective Type and have contents from the entire syllabus (all Four Units).

All questions will carry equal **weightage of 12 marks**. The student will attempt a total of **FIVE questions,** each of 12 marks. Q. No. 1 is compulsory. The student shall attempt remaining four questions by selecting **only one question from each unit**

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-I

MTRM-111	RESEARCH METHODOLOGY AND IPR						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
2	-	-	2	60	40	100	3
Objective	To familiarize the students with the research problem formulation and approach and understand the importance of Intellectual property rights.						
Course Outcomes							
CO 1	Student will be able to understand research problem formulation.						
CO 2	Student will be able to analyze research related information and follow research ethics.						
CO 3	Student will be able to understand the Patents, Designs, Trade and Copyright and able to apply the knowledge for patent.						
CO 4	Student will be able to understand the concept of Patent Rights, Licensing and transfer of technology and able to apply the knowledge in new Developments in IPR.						

Unit-I

Meaning of research problem, Sources of research problem, Criteria, characteristics of a good research problem, Errors in selecting a research problem, Scope and objectives of research problem. Approaches of investigation of solutions for research problem, data collection, analysis, interpretation, Necessary instrumentations

Unit-II

Effective literature studies approaches, analysis Plagiarism, Research ethics, Effective technical writing, how to write report, paper. Developing a Research Proposal, Format of research proposal, a presentation and assessment by a review committee

Unit-III

Nature of Intellectual Property: Patents, Designs, Trade and Copyright. Process of Patenting and Development: technological research, innovation, patenting, development. International Scenario: International cooperation on Intellectual Property. Procedure for grants of patents, Patenting under PCT.

Unit-IV

Patent Rights: Scope of Patent Rights. Licensing and transfer of technology. Patent information and databases. Geographical Indications. New Developments in IPR: Administration of Patent System. New developments in IPR; IPR of Biological Systems, Computer Software etc. Traditional knowledge Case Studies, IPR and Institutions.

Reference/Text Books:

1. Stuart Melville and Wayne Goddard, "Research methodology: An introduction for science & engineering students" Kenwyn, South Africa : Juta & Co. Ltd., 1996
2. Wayne Goddard and Stuart Melville, "Research Methodology: An Introduction" Juta Academic; 2nd edition (April 28, 2004)
3. Ranjit Kumar, "Research Methodology: A Step by Step Guide for beginners" SAGE Publications Ltd; Fourth edition (14 January 2014)
4. Halbert, "Resisting Intellectual Property", Taylor & Francis Ltd, 2007.
5. Mayall, "Industrial Design", McGraw Hill, 1992.

6. Niebel, "Product Design", McGraw Hill, 1974.
7. Asimov, "Introduction to Design", Prentice Hall, 1962.
8. Robert P. Merges, Peter S. Menell, Mark A. Lemley, "Intellectual Property in New Technological Age", Aspen Publishers; Revised edition (July 25, 2007)
9. T. Ramappa, "Intellectual Property Rights Under WTO", S. Chand, 2008

Note: The paper will have a total of NINE questions. Question No. 1, which is compulsory, shall be Short Answer or Objective Type and have contents from the entire syllabus (all Four Units).

All questions will carry equal **weightage of 12 marks**. The student will attempt a total of **FIVE questions,** each of 12 marks. Q. No. 1 is compulsory. The student shall attempt remaining four questions by selecting **only one question from each unit**

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-I

MTTE-117	ADVANCED HEAT TRANSFER LAB							
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Practical Marks	Total	Time (Hrs.)
-	-	4	2	-	40	60	100	3
Objective	To design and conduct experiments, and acquire, analyze and interpret data.							
Course Outcomes								
CO 1	Students will understand the heat pipe and demonstrate its super thermal conductivity.							
CO 2	Students will determine the overall heat transfer, Biot and Fourier numbers in unsteady state heat conduction.							
CO 3	Students will be able to measure the heat transfer characteristics in convective heat transfer.							
CO 4	Students will be able to analyze and determine the heat transfer characteristics for heat exchangers and understand different heat enhancement techniques.							
CO 5	Students will be able to measure the emissivity, thermal conductivity etc.							

List of Experiments

1. To determine the emissivity of a test plate.
2. To demonstrate the super thermal conductivity of heat pipe.
3. To determine the natural convective heat transfer coefficient along a vertical test tube.
4. To find out heat transfer coefficient of drop wise and film wise condensation at various flow rates of water.
5. To study different types of heat enhancement techniques.
6. To determine the Biot number, Fourier number and heat transfer coefficient for unsteady heat transfer.
7. To find out the overall heat transfer coefficient and LMTD of a plate type heat exchanger.
8. To calculate heat transfer coefficient of the fluidized bed.
9. To find out the overall heat transfer coefficient and LMTD of a finned tube heat exchanger.
10. To determine the LMTD, overall heat transfer coefficient and effectiveness of evaporative heat exchanger.
11. To find out the heat flux and temperature difference between metal & liquid in a two phase transfer unit.
12. To determine the overall heat transfer co-efficient under unsteady state conditions at different temperatures and heat transfer coefficient at boiling point.
13. To determine the thermal conductivity of different fluids.

Note: Total eight experiments are to be performed selecting at least six from the above list.

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-I

MTTE-119	REFRIGERATION AND CRYOGENICS LAB							
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Practical Marks	Total	Time (Hrs.)
-	-	4	2	-	40	60	100	3
Objective	To make students understand the applications of refrigeration and cryogenics.							
Course Outcomes								
CO 1	Students will understand about the basics and working of refrigeration and cryogenics systems.							
CO 2	Students will be able to identify the different cycle of operation in refrigeration.							
CO 3	Students will know the working principle to achieve very low temperature and its importance in air-conditioning.							
CO 4	Student will learn about the various working and design of different types of refrigeration systems.							

List of Experiments

1. To study and perform experiment on compound vapour compression Refrigeration Cycle.
2. To study and perform experiment on Solar Air-conditioner based on vapour absorption cycle.
3. To study and perform experiments on multi-load systems.
4. To study and perform experiment on vapour absorption apparatus.
5. To find the performance parameter of cooling tower.
6. To study various components in room air conditioner.
7. To find performance of a refrigeration test rig system by using different expansion devices.
8. To study and perform experiments on cascade system.
9. To study and perform experiments on dry ice machine.
10. To study and perform experiments on gas liquefaction system.
11. To study and perform experiments on desiccant evaporative cooling system.

Note: Total eight experiments are to be performed selecting at least six from the above list.

Program Elective - I

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-I

MTTE-105	ADVANCED THERMODYNAMICS						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
3	-	-	3	60	40	100	3
Objective	To acquaint the students with fundamentals of advanced thermodynamics.						
Course Outcomes							
CO 1	Student will get knowledge of exergy, basic laws governing energy conversion in multicomponent systems and application of chemical thermodynamics.						
CO 2	Student will be aware about advanced concepts in thermodynamics with emphasis on thermodynamic relations, equilibrium and stability of multiphase multi-component systems.						
CO 3	Students will be able to present theoretical, semi-theoretical and empirical models for the prediction of thermodynamic properties.						
CO 4	Student will acquire the confidence in analyze the motion of combusting and non-combusting fluids whilst accounting for variable specific heats, non-ideal gas properties, chemical non-equilibrium and compressibility.						

UNIT–I

Basic Concepts: Thermodynamics, Zeroth law of thermodynamics, first law of thermodynamics, limitations of first law, corollaries, concept of internal energy transient flow analysis, second law of thermodynamics, corollaries, concept of entropy, availability and unavailability, availability function of the closed system, availability of steady flow system irreversibility.

Thermodynamic Relations: Introduction, thermodynamic potentials, Maxwell relations, specific heat relations, Mayer's relation, general relations for du, dh, ds.

UNIT–II

Perfect Gases: P.V.T. surface, equations of state, real gas behavior, Vander Waal's equation, generalized compressibility factor, energy properties of real gases, vapour pressure, Clausius–Clapeyron equation, throttling, Joule–Thompson coefficient.

Non-reactive Mixture of perfect Gases: governing laws – evaluation of properties, psychrometric mixture properties and psychrometric chart – air conditioning processes – real gas mixture.

UNIT–III

Reactive Gas Mixtures: Combustion: introduction, combustion reactions, enthalpy of formation, entropy of formation, adiabatic flame temperature, first and second law analysis of reacting systems.

Thermodynamic cycles: Vapor power cycles, second law analysis of vapor power cycles, cogeneration, binary vapor cycles, and combined gas vapor power cycles. gas power cycles: ideal jet propulsion cycles- second law analysis of gas power cycles.

UNIT–IV

Statistical thermodynamics: Statistical interpretations of first and second law and entropy, Nernst heat theorem.

Kinetic theory of gases: Molecular model, Clausius equation of state, Vander waals equation of state, Maxwell Boltzmann velocity distribution. Dimensional analysis and similitude. Incompressible viscous flow, simplification of Navier stokes equation for steady incompressible flows.

Reference/Text books:

1. Cengel, "Thermodynamics", Tata McGraw Hill Co., New Delhi, 1980.
2. Howell and Dedcius, "Fundamentals of Engineering Thermodynamics", McGraw Hill Inc., U.S.A.
3. Van Wylen & Sonntag, "Thermodynamics", John Wiley and Sons Inc., U.S.A.
4. Jones and Hawkings, "Engineering Thermodynamics", John Wiley and Sons Inc., U.S.A, 2004.
5. Holman, "Thermodynamics", McGraw Hill Inc., New York, 2002.
6. Faires V.M. and Simmag, "Thermodynamics", Macmillan Publishing Co. Inc., U.S.A.
7. Rao Y.V.C., "Postulational and Statistical Thermodynamics", Allied Publishers Inc, 1994.

Note: The paper will have a total of NINE questions. Question No. 1, which is compulsory, shall be Short Answer or Objective Type and have contents from the entire syllabus (all Four Units).

All questions will carry equal **weightage of 12 marks**. The student will attempt a total of **FIVE questions,** each of 12 marks. Q. No. 1 is compulsory. The student shall attempt remaining four questions by selecting **only one question from each unit**

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-I

MTTE-107	DESIGN OF THERMAL SYSTEMS						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
3	-	-	3	60	40	100	3
Objective	To provide the mathematical modelling and analysis for designing the thermal systems. Also students will be able to understand the dynamic behaviour of thermal systems.						
Course Outcomes							
CO 1	Students will be able to understand the basic concepts for designing the thermal systems. Also to discuss mathematical modelling of thermal systems using computer programmes.						
CO 2	Students will be able to equip for modelling the thermal systems like heat exchangers, evaporators, condensers etc. Also to understand their solution procedures.						
CO 3	Students will able to understand the concepts of optimization and its various methods for solving the thermal problems. Also to study geometric, linear and dynamic programming.						
CO 4	Students will learn the dynamic behaviour of thermal systems. Also to learn stability analysis and non-linearity.						
CO 5	Students will able to understand the basic concepts for designing the thermal systems. Also to discuss mathematical modelling of thermal systems using computer programmes.						

UNIT-I

Design of Thermal System: Modeling of thermal system, types of models, mathematical modeling, curve fitting, linear algebraic systems, numerical model for a system, system simulation, methods of numerical simulation.

UNIT-II

Mathematical Modeling: Acceptable design of thermal system, initial design, design strategies, design of system for different application area, additional consideration for a practical system,

UNIT-III

Modeling Thermal Equipments: Economic consideration, calculation of interest, worth of money as a function of time, series of payments, raising capital, taxes, economic factor in design consideration

UNIT-IV

Systems Optimization: Problem formulation for optimization, optimization methods, optimization of thermal systems, practical aspect in optimal design, Lagrange multipliers, optimization of constrained and unconstrained problems, applicability to thermal systems, search method, single variable problem, multi-variable constrained optimization, examples of thermal systems, geometric, linear and dynamic programming, knowledge–based design and additional considerations.

Reference/Text Books:

1.Hodge, B.K. and Taylor, R. P., "Analysis and Design of Energy Systems", Prentice Hall (1999).
2.Bejan, A., Tsatsaronis, G. and Michel, M., "Thermal Design and Optimization", John Wiley and Sons (19
3.Jaluria, Y., "Design and Optimization of Thermal Systems", CRC Press (2008).
4.Ishigai, S., "Steam Power Engineering Thermal and Hydraulic Design Principle", Cambridge University

Note: The paper will have a total of NINE questions. Question No. 1, which is compulsory, shall be Short Answer or Objective Type and have contents from the entire syllabus (all Four Units).

All questions will carry equal **weightage of 12 marks**. The student will attempt a total of **FIVE questions,** each of 12 marks. Q. No. 1 is compulsory. The student shall attempt remaining four questions by selecting **only one question from each unit**

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-I

MTTE-109	ENERGY CONSERVATION AND MANAGEMENT						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
3	-	-	3	60	40	100	3
Objective	To impart knowledge about Energy utilization, categorization, site selection & important aspects of Solar, wind, hydro, ocean, wave, tidal, geothermal, bio-mass & energy management.						
Course Outcomes							
CO 1	Students will be able to inculcate the methods of utilization, types, site selection & surveys etc. of Solar, Wind, Chemical, MHD sources of energy.						
CO 2	Students will have the understanding of methods of utilization, types, site selection & surveys etc. of Energy from Oceans and Hydropower.						
CO 3	Students will be able to acquire knowledge and comprehend various methods of utilization, types, site selection & surveys etc. of Bio-energy and Geothermal energy.						
CO 4	Students will be able to gain knowledge of generation of scenarios of energy consumption and predict the future trend. The student will be able to suggest and plan energy conservation solutions.						

UNIT-I

Solar Energy: Introduction; associated terminology; direct solar energy utilization; solar thermal applications.

Chemical Energy Sources: Introduction; fuel cells: design, principle, operation, classification, types.

MHD Systems: Introduction; principle of MHD power generation, MHD systems.

Wind energy: Introduction; basic principles of wind energy conversion; nature of wind; power in the wind; thrust on blades; wind energy conversion; design of windmills; wind data and energy estimation; site selection considerations; basic components of WECS.

UNIT-II

Biomass and bio-fuels: Energy plantation; biogas generation; types of biogas plants; applications of biogas; waste energy generation; biodiesel.

Energy conservation in Industries: Cogeneration; combined heating and power systems; relevant international standards and laws.

UNIT-III

Oceanic Energy: Energy from waves; wave energy conversion devices; advantages and disadvantages of wave energy; basic principles of tidal energy; tidal power generation systems; estimation of energy and power; advantages and limitations of tidal power generation; ocean thermal energy conversion (OTEC); methods of ocean thermal electric power generation.

Hydro power: Classification of small hydro power (SHP) stations; description of basic civil works design considerations; turbines and generators for SHP; advantages and limitations.

UNIT-IV

Energy Conservation & Management: Energy management; energy management planning; Pareto's model; application of Pareto's model for energy management; obtaining management support; establishing energy data base; energy economics.

Energy Audit: Conducting energy audit; Identifying, evaluating and implementing feasible energy conservation opportunities; energy audit report; monitoring, evaluating and following up energy saving measures/projects.

Reference/Text Books:

1. L.C. Witte, P.S. Schmidt, D.R. Brown, "Industrial Energy Management and Utilization", Hemispherical Publication, 1988.

2. Paul W. O'Callaghan, "Design and Management for Energy Conservation" Pergamon Pr; 1st edition (December 1, 1981)

3. D.A. Reeg, "Industrial Energy Conservation", Pergamon Press, 1980.

4. T.L. Boyen, "Thermal Energy Recovery" Wiley, 1980.

5. L.J. Nagrath, "Systems Modeling and Analysis", Tata McGraw Hill, 1982.

6. W.C. Turner, "Energy Management Handbook ", Wiley, New York, 1982.

7. I.G.C. Dryden, "The Efficient Use of Energy ", Butterworth, London, 1982.

8. Godfrey Boyle (Edited by), "Renewable energy – power for sustainable future", Oxford University Press in association with the Open University, 1996.

9. S.A. Abbasi and Naseema Abbasi, "Renewable energy sources and their environmental impact" Prentice-Hall of India, 2001.

10. G.D. Rai, "Non-conventional sources of energy" Khanna Publishers, 2000.

11. G.D. Rai, "Solar energy utilization" Khanna Publishers, 2000.

12. S.L.Sah, "Renewable and novel energy sources", M. I. Publications, 1995.

13. S.Rao and B.B. Parulekar, "Energy Technology", Khanna Publishers, 1999.

Note: The paper will have a total of NINE questions. Question No. 1, which is compulsory, shall be Short Answer or Objective Type and have contents from the entire syllabus (all Four Units).

All questions will carry equal **weightage of 12 marks**. The student will attempt a total of **FIVE questions,** each of 12 marks. Q. No. 1 is compulsory. The student shall attempt remaining four questions by selecting **only one question from each unit**

Program Elective - II

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-I

MTTE-111	REFRIGERATION AND CRYOGENICS						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
3	-	-	3	60	40	100	3
Objective	To acquaint the students with fundamentals of refrigeration and cryogenics.						
Course Outcomes							
CO 1	Students will learn the basics of refrigeration and cryogenics and its application area.						
CO 2	Students will be able to design the refrigeration systems for domestic and industrial applications like cold storages.						
CO 3	Students will learn about refrigerants and their uses for different refrigeration applications and related environment issues.						
CO 4	Students will able to design the heat based systems and the systems for the liquefaction of gases.						

Unit-I

Vapour compression system: Vapour compression refrigeration, Ewing's construction, standard rating cycle and effect on operating conditions, actual cycle, standard rating cycle for domestic refrigerator, second law efficiency.

Multi-pressure systems: Working and analysis of multi-stage compression with inter-cooling, multi-evaporator systems, cascade systems.

Unit-II

Refrigerant Compressors: Performance characteristics and capacity control of reciprocating and centrifugal compressors, screw compressor and scroll compressor,

Components of Vapor compression system: Design, selection of evaporators, condensers, control systems, motor selection.

Unit-III

Refrigerants: Introduction, designation of refrigerants, alternative refrigerants, CFC/HCFC phase-out regulations, atmospheric gases as substitute for CFC refrigerants, binary and azeotropic mixtures.

Refrigeration applications: Food preservation, cooling and heating of foods, freezing of foods, freeze drying and heat drying of foods, transport refrigeration

Unit-IV

Vapour absorption system: Introduction to vapor absorption refrigeration, common refrigerant-absorbent systems, single effect and double effect systems, new mixtures for absorption system.

Gas liquefaction systems: Linde-Hampson, Linde dual pressure, Claude cycle, properties of cryogenic liquids, super fluidity, properties of solids at cryogenic temperatures

Reference/Text Books:

1. R. J. Dossat, "Principles of Refrigeration", Pearson Education Asia, 2001.
2. C. P. Arora, "Refrigeration and Air-conditioning", Tata McGraw-Hill, 2000.
3. Stoecker & Jones, "Refrigeration and Air-conditioning", McGraw Hill Book Company, New York, 1982.
4. A. R. Trott, "Refrigeration and Air-conditioning", Butterworths, 2000.
5. J. L. Threlkeld, "Thermal Environmental Engineering", Prentice Hall, 1970.

6. R. Barron, "Cryogenic systems", McGraw–Hill Company, New Yourk, 1985.
7. G. G. Hasseldon. "Cryogenic Fundamentals", Academic Press.
8. Bailey, "Advanced Cryogenics", Plenum Press, London, 1971.
9. W. F. Stoecker, "Industrial Refrigeration Handbook", McGraw-Hill, 1998.
10. John A. Corinchock, "Technician's Guide to Refrigeration systems", McGrawHill.
11. P. C. Koelet, "Industrial Refrigeration: Principles, Design and Applications", Macmillan, 1992.
12. ASHRAE HANDBOOKS (i) Fundamentals (ii) Refrigeration.
13. Graham Walker, "Miniature Refrigerators for Cryogenic Sensors and Cold Electronics", Clarendon Press, 1989.

Note: The paper will have a total of NINE questions. Question No. 1, which is compulsory, shall be Short Answer or Objective Type and have contents from the entire syllabus (all Four Units).

All questions will carry equal **weightage of 12 marks**. The student will attempt a total of **FIVE questions,** each of 12 marks. Q. No. 1 is compulsory. The student shall attempt remaining four questions by selecting **only one question from each unit**

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-I

MTTE-113	AIR CONDITIONING SYSTEM DESIGN						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
3	-	-	3	60	40	100	3
Objective	To acquaint the students with fundamentals of heating, ventilation and air-conditioning.						
Course Outcomes							
CO 1	Student will be able to understand construction and design features of Air-conditioning system.						
CO 2	Student will be able to understand various types and its adoptability in the various environment and application areas.						
CO 3	Student will be able to understand about the indoor air quality and various health issues related to Indoor air.						
CO 4	Student will be able to design seasonal energy efficient system						

Unit-I

Air conditioning systems: The complete air-conditioning system, system selection and arrangement, HVAC components and distribution system, all-air, air-water and all-water systems, decentralized cooling and heating.

Various air-conditioning processes: Moist air and standard atmosphere, Adiabatic saturation, classic moist air processes, Space air conditioning: design conditions, off-design conditions.

Unit-II

Comfort and health-Indoor air quality: Enthalpy deviation curve, psychrometry, SHF, dehumidified air quantity, human comfort, indoor air quality.

Heat transmission in building structures: Basic heat transfer modes, tabulated overall heat-transfer coefficient.

Unit-III

Design conditions and load calculations: Space heating load: outdoor and indoor design conditions, transmission heat losses, infiltration, heat losses from air duct. solar radiation

The cooling load: Design conditions, Internal heat gain, transient conduction heat transfer, fenestration: transmitted solar radiations.

Unit-IV

Fan and Building air distribution: Fan performance and selection, fans and variable-air-volume systems, air flow in ducts and fittings, pressure drop, duct design, & blowers, performance & selection, noise control.

Reference/Text Books:

1. ASHRAE Handbook.
2. "Handbook of air-conditioning system design", Carrier Incorporation, McGraw Hill Book Co., U.S.A, 1965.
3. Norman C. Harris, "Modern Air Conditioning", McGraw-Hill, 1974.
4. Jones W.P., "Air Conditioning Engineering", Edward Arnold Publishers Ltd., London, 1984.
5. Hainer R.W., "Control Systems for Heating, Ventilation and Air-Conditioning", Van Nostrand
6. Reinhold Co., New York, 1984. 7. Arora C.P., "Refrigeration & Air Conditioning", Tata Mc Graw Hill, 1985.
7. Manohar Prasad, "Refrigeration & Air Conditioning", New Age Publishers.
8. Stoecker, "Refrigeration & Air Conditioning", Mc Graw Hill, 1992.

9. Stoecker, "Design of Thermal Systems", Mc Graw Hill, 1992.
10. F. C. McQuiston, J. D Parker, J. D. Spitler "Heating, Ventilation and Air-conditioning", Wiley publications.

Note: The paper will have a total of NINE questions. Question No. 1, which is compulsory, shall be Short Answer or Objective Type and have contents from the entire syllabus (all Four Units).

All questions will carry equal **weightage of 12 marks**. The student will attempt a total of **FIVE questions,** each of 12 marks. Q. No. 1 is compulsory. The student shall attempt remaining four questions by selecting **only one question from each unit**

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-I

MTTE-115	GAS TURBINES						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
3	-	-	3	60	40	100	3
Objective	To design and analyze the performance of gas turbines and propulsion devices.						
Course Outcomes							
CO 1	Students will able to understand the ideal and real thermodynamic cycles of air-breathing engines and Industrial gas turbines						
CO 2	Students will able to understand design the blading, study the velocity triangles and estimate the performance of centrifugal and axial flow compressors.						
CO 3	Students will able to understand the combustion process and design the combustion chamber of a gas Turbine.						
CO 4	Students will able to understand design the blading, study the velocity triangles and estimate the performance of axial and radial in-flow turbines						
CO 5	Students will able to understand analyze the off-design performance and matching of the components of a gas turbine						

UNIT-I

Introduction: Classification of turbomachines, applications of gas turbines, assumptions for air-standard cycles, simple Brayton cycle, heat exchange cycle, inter-cooling and reheating cycle, comparison of various cycles.

Compressible flow: Energy and momentum equations for compressible fluid flows, various regions of flows, reference velocities, stagnation state, velocity of sound, critical states, Mach number, critical Mach number, types of waves, Mach cone, Mach angle, effect of Mach number on compressibility

UNIT-II

Real Cycles and their Analysis: Methods of accounting for component losses, isentropic and polytropic efficiencies, transmission and combustion efficiencies, comparative performance of practical cycles, combined cycles and cogeneration schemes.

Jet Propulsion Cycles and their Analysis: Criteria of performance, simple turbojet engine, simple turbofan engine, simple turboprop engine, turbo-shaft engine, thrust augmentation techniques.

Combustion System: Operational requirements, classification of combustion chambers, factors effecting combustion chamber design, the combustion process, flame stabilization, combustion chamber performance, some practical problems gas turbine emissions.

UNIT-III

Fundamentals of Rotating Machines: General fluid dynamic analysis, Euler's energy equation, components of energy transfer, impulse and reaction machines.

Centrifugal Compressors: Construction and principle of operation, elementary theory and velocity triangles, factors effecting stage pressure ratio, the diffuser, the compressibility effects, pre-rotation and slip factor, surging and choking, performance characteristics.

UNIT-IV

Flow Through Cascades: Cascade of blades, axial compressor cascades, lift and drag forces, cascade efficiency, cascade tunnel.

Axial Flow Compressors: Construction and principle of operation, elementary theory and velocity triangles, factors effecting stage pressure ratio, degree of reaction, work done factor, three dimensional flow, design process, blade design, stage performance, compressibility effects, off-design performance.
Axial and Radial Flow Turbines: Construction and operation, vortex theory, estimation of stage performance, overall turbine performance, turbine blade cooling, the radial flow turbine.
Off-Design Performance: Off-design performance of single shaft gas turbine, off-design performance of free turbine engine, off-design performance of the jet engine, methods of displacing the equilibrium running line.

Reference/Text Books:

1. Sarvana Muttoo, H.I.H., Rogers, G. F. C. and Cohen, H., "Gas Turbine Theory", 6th Edition, Pearson 2008.
2. Dixon, S.L., "Fluid Mechanics and Thermodynamics of Turbomachinery", 7th Edition, Elsevier, 2014.
3. Flack, R.D., "Fundamentals of Jet Propulsion with Applications", Cambridge University Press, 2011.
4. Ganesan, V., "Gas Turbines", 3rd Edition, Tata McGraw Hill, 2010.
5. Yahya, S. M., "Turbines, Compressors and Fans", 4th Edition, McGraw Hill.

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Audit Course - I

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-I

MTAD-101	ENGLISH FOR RESEARCH PAPER WRITING						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
2	-	-	-	-	100	100	3
Objective	To understand how to improve writing skills and level of readability and develop skills needed for writing a good quality paper.						
Course Outcomes							
CO1	Students will understand how to improve your writing skills and level of readability.						
CO2	Learn about what to write in each section.						
CO3	Understand the skills needed when writing a Title.						
CO4	Students will be able to ensure the good quality of paper at very first-time submission.						

Unit-I

Planning and Preparation, Word Order, Breaking up long sentences, Structuring Paragraphs and Sentences, Being Concise and Removing Redundancy, Avoiding Ambiguity and Vagueness

Unit-II

Clarifying Who Did What, Highlighting Your Findings, Hedging and Criticizing, Paraphrasing and Plagiarism, Sections of a Paper, Abstracts. Introduction

Unit-III

Review of the Literature, Methods, Results, Discussion, Conclusions, the Final Check. Key skills needed when writing a Title, key skills needed when writing an abstract, key skills needed when writing an Introduction, skills needed when writing a Review of the Literature.

Unit-IV

Skills needed when writing the Methods, skills needed when writing the Results, skills needed when writing the Discussion, skills needed when writing the Conclusions, Useful phrases, how to ensure paper is as good as it could possibly be the first- time submission

Reference/Text Books:

1. Goldbort R, "Writing for Science", Yale University Press (available on Google Books)
2. Day R, "How to Write and Publish a Scientific Paper", Cambridge University Press
3. Highman N, "Handbook of Writing for the Mathematical Sciences", SIAM. Highman's book.
4. Adrian Wallwork, "English for Writing Research Papers", Springer New York Dordrecht Heidelberg London, 2011

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-I

MTAD-103	DISASTER MANAGEMENT						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
2	-	-	-	-	100	100	3
Objective	To acquaint the students with various disasters and hazards and management.						
Course Outcomes							
CO1	Learn to demonstrate a critical understanding of key concepts in disaster risk reduction and humanitarian response.						
CO2	Critically evaluate disaster risk reduction and humanitarian response policy and practice from multiple perspectives.						
CO3	Develop an understanding of standards of humanitarian response and practical relevance in specific types of disasters and conflict situations.						
CO4	Critically understand the strengths and weaknesses of disaster management approaches, planning and programming in different countries, particularly their home country or the countries they work in.						

Unit-I

Disaster: Definition, Factors and Significance; Difference between Hazard and Disaster; Natural and Manmade Disasters: Difference, Nature, Types and Magnitude.

Unit-II

Repercussions of Disasters and Hazards: Economic Damage, Loss of Human and Animal Life, Destruction of Ecosystem.

Natural Disasters: Earthquakes, Volcanisms, Cyclones, Tsunamis, Floods, Droughts and Famines, Landslides and Avalanches, Man-made disaster: Nuclear Reactor Meltdown, Industrial Accidents, Oil Slicks and Spills, Outbreaks of Disease and Epidemics, War and Conflicts.

Unit-III

Study of Seismic Zones; Areas Prone to Floods and Droughts, Landslides and Avalanches; Areas Prone To Cyclonic and Coastal Hazards with Special Reference to Tsunami; Post-Disaster Diseases and Epidemics.

Preparedness: Monitoring of Phenomena Triggering a Disaster or Hazard; Evaluation of Risk: Application of Remote Sensing, Data From Meteorological and other Agencies, Media Reports: Governmental and Community Preparedness.

Unit-IV

Disaster Risk: Concept and Elements, Disaster Risk Reduction, Global and National Disaster Risk Situation. Techniques of Risk Assessment, Global Co-Operation in Risk Assessment and Warning, People's Participation in Risk Assessment. Strategies for Survival.

Meaning, Concept and Strategies of Disaster Mitigation, Emerging Trends in Mitigation. Structural Mitigation and Non-Structural Mitigation, Programs of Disaster Mitigation in India.

Reference/Text Books:

1. R. Nishith, Singh AK, "Disaster Management in India: Perspectives, issues and strategies '"New Royal book Company.

2. Sahni, Pardeep (Eds.)," Disaster Mitigation Experiences and Reflections", Prentice Hall of India, New Delhi.
3. Goel S. L., "Disaster Administration and Management Text and Case Studies", Deep & Deep Publication Pvt. Ltd., New Delhi.

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-I

MTAD- 105	SANSKRIT FOR TECHNICAL KNOWLEDGE						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
2	-	-	-	-	100	100	3
Objective	To understand basic Sanskrit language and Ancient Sanskrit literature related to science & technology.						
Course Outcomes							
CO1	Students will get a working knowledge in illustrious Sanskrit, the scientific language of the world.						
CO2	Learning of Sanskrit to improve brain functioning.						
CO3	Learning of Sanskrit to develop the logic in mathematics, science & other subjects enhancing the memory power.						
CO4	The engineering scholars equipped with Sanskrit will be able to explore the huge knowledge from ancient literature.						

Unit-I

Alphabets in Sanskrit, Past/Present/Future Tense, Simple Sentences

Unit-II

Order, Introduction of roots, Technical information about Sanskrit Literature

Unit-III

Technical concepts of Engineering-Electrical, Mechanical, Architecture, Mathematics

Reference/Text Books:

1. Dr.Vishwas, "Abhyaspustakam" Samskrita-Bharti Publication, New Delhi
2. Vempati Kutumbshastri, Rashtriya Sanskrit Sansthanam "Teach Yourself Sanskrit" Prathama Deeksha-, New Delhi Publication
3. Suresh Soni, "India's Glorious Scientific Tradition" Ocean books (P) Ltd., New Delhi.

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-I

MTAD-107	VALUE EDUCATION						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
2	-	-	-	-	100	100	3
Objective	Understand value of education and self- development, Imbibe good values in students and Let them know about the importance of character building.						
Course Outcomes							
CO1	Knowledge of self-development.						
CO2	Learn the importance of Human values.						
CO3	Developing the overall personality.						
CO4	Know about the importance of character.						

Unit-I

Values and self-development –Social values and individual attitudes. Work ethics, Indian vision of humanism. Moral and non- moral valuation. Standards and principles. Value judgements

Unit-II

Importance of cultivation of values. Sense of duty. Devotion, Self-reliance. Confidence, Concentration. Truthfulness, Cleanliness. Honesty, Humanity. Power of faith, National Unity. Patriotism. Love for nature, Discipline

Unit-III

Personality and Behavior Development - Soul and Scientific attitude. Positive Thinking. Integrity and discipline. Punctuality, Love and Kindness. Avoid fault Thinking. Free from anger, Dignity of labour. Universal brotherhood and religious tolerance. True friendship. Happiness Vs suffering, love for truth. Aware of self-destructive habits. Association and Cooperation. Doing best for saving nature

Unit-IV

Character and Competence –Holy books vs Blind faith. Self-management and Good health. Science of reincarnation. Equality, Nonviolence, Humility, Role of Women. All religions and same message. Mind your Mind, Self-control. Honesty, studying effectively

Reference/Text Books:

1. Chakroborty, S.K. "Values and Ethics for organizations Theory and practice", Oxford University Press, New Delhi

Second Semester

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-II

MTTE-102	ADVANCED INTERNAL COMBUSTION ENGINES						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
3	-	-	3	60	40	100	3
Objective	To enable the students to understand the modern Engine concepts, Sensor for automobiles. The course will also help the students to compare various emission norms and capability to develop capacity to identify various after treatment devices for pollution control.						
Course Outcomes							
CO 1	Students will able to develop capacity to analyse and characterise the processes working behind modern Engines based on HCCI and other modern concepts on which future I.C. Engines might be built.						
CO 2	Students will able to differentiate old Emission standards with latest emission norms in India and Internationally.						
CO 3	Students will able to recognize, describe, predict, and analyze different after-treatment technologies need to be installed in a particular type of engine for controlling different kinds of pollutants						
CO 4	Students will able to understand develop the capacity to understand basic elements of Automotive Electronic Engine control system, identify and select various sensors used for Electronic Controls of Engines.						
CO 5	Students will have the capacity to compare various alternative fuels used in Engines bases on their properties, advantages and limitations.						
CO 6	Students will able to test and evaluate quality of fuels as per International standards.						

UNIT-I

Homogeneous Charge Compression Ignition Engines: Introduction, historical background of HCCI/CAI type combustion engines, controlled auto-ignition gasoline engines, HCCI diesel engines, principle of HCCI/CAI combustion engine, performance and emission characteristics of conventional combustion and HCCI/CAI combustion.

Combustion characteristics of CAI Engines, effects of use of exhaust gases as diluents, various approaches to CAI/HCCI operation in gasoline engines, challenges facing CAI/HCCI combustion in the gasoline engine, future directions in HCCI/CAI engines, premixed charge compression Ignition (PCCI), Reactivity-Controlled Compression Ignition (RCCI)

UNIT-II

Future Mobility Solutions of Indian Automotive Industry: Evolution of emission standards in India, BS-VI emission standards, hybrid, and electric Vehicles, challenges for transport Sector, emerging engine technologies, possible solutions for future road transport sector,

Advancements in After-Treatment Technology for Internal Combustion: engines selective catalytic reduction (SCR) de-NOx after-treatment approach, use of NOx trap after-treatment device approaches,

control of particulate matter (PM) Emissions, diesel oxidation catalyst (DOC) and PM Control, diesel particulate filter (DPF) after-treatment device.

UNIT-III

Automotive Electronic Engine Control and Sensors used in cars

Basics of electronic engine control, engine mapping, air flow rate sensor, manifold absolute pressure (MAP) sensor, engine crankshaft angular position sensor, engine speed sensor, timing sensor for ignition and fuel delivery, throttle angle sensor, temperature sensor, knock sensors, electric motors for hybrid/electric vehicles.

UNIT-IV

Alternative fuels for I C Engines: Biodiesel: properties, advantages and limitations; **Bioethanol:** properties, advantages and limitations; **CNG:** properties, advantages and limitations; **Hydrogen:** Properties, advantages and limitations

Fuel Characteristics Quality Testing: ASTM and European standards for measurement of bio-fuel quality characteristics, density, API density, specific gravity, kinematic viscosity, acid value, flash point and fire point, carbon residue, oxidation stability analysis.

Text/ Reference Books:

1. Hua Zhao, "HCCI and CAI engines for the automotive industry", published by CRC Press, Woodhead Publishing Limited, Cambridge England.
2. Dhananjay Kumar Srivastava, 'Advances in Internal Combustion Engine Research 'published by Springer Nature.
3. William B. Ribbens, "Understanding automotive Electronics", published by Newnes, Elsevier Science, USA.
4. Amit Sarin, "Biodiesel: Production and Properties" Published by the Royal Society of Chemistry.
5. Ronald K. Jurgen, "Automotive Electronic Handbook" by, McGraw-Hill, USA.
6. Wiliam B. Ribbens, "Understanding Automotive Electronics", Newnes, Butterworth–Heinemann.
7. Timothy T. Maxwell, "Alternative Fuel: Emission, Economic and Performance", SAE, 1995.

Note: The paper will have a total of NINE questions. Question No. 1, which is compulsory, shall be Short Answer or Objective Type and have contents from the entire syllabus (all Four Units).

All questions will carry equal **weightage of 12 marks**. The student will attempt a total of **FIVE questions,** each of 12 marks. Q. No. 1 is compulsory. The student shall attempt remaining four questions by selecting **only one question from each unit**

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-II

MTTE-104	STEAM ENGINEERING						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
3	-	-	3	60	40	100	3
Objective	To familiarize the students with the fundamentals of steam engineering and thermal systems for energy conservation and waste heat recovery.						
Course Outcomes							
CO 1	Students will have the ability to explain working of different boilers and significance of mountings and accessories, usage of techniques, skills, and modern engineering tools necessary for boiler performance assessment.						
CO 2	Students will have a theoretical and practical background in thermal systems and will have a good understanding of energy conservation fundamentals. Students will have the ability to analyze thermal systems for energy conservation.						
CO 3	Students will have the ability to design a steam piping system, its components for a process and also design economical and effective insulation.						
CO 4	Students will have the ability to analyze a thermal system for sources of waste heat design a system for waste heat recovery. Students will have the ability to design and develop controls and instrumentation for effective monitoring of the process.						

UNIT-I

Fundamentals of steam generation: Introduction, quality of steam, use of steam table, Mollier chart.
Boilers: Types, mountings and accessories, combustion in boilers, determination of adiabatic flame temperature, quantity of flue gases, feed water and its quality, blow down; IBR, boiler standards.

UNIT-II

Steam Systems: Assessment of steam distribution losses, steam leakages, steam trapping, condensate and flash steam recovery system, steam engineering practices; steam based equipments / systems.
Piping & Insulation: Water line, steam line design and insulation; insulation-types and application, economic thickness of insulation, heat savings and application criteria, refractory-types, selection and application of refractory, heat loss.

UNIT-III

Boiler Performance Assessment Performance: Test codes and procedure, boiler efficiency, analysis of losses; performance evaluation of accessories; factors affecting boiler performance.

Energy Conservation and Waste Minimization: Energy conservation options in boiler; waste minimization, methodology; economical viability of waste minimization.

UNIT-IV

Instrumentation & Control: Process instrumentation; control and monitoring. flow, pressure and temperature measuring and controlling instruments, its selection.

Reference/Text Books:

1. T. D. Estop, A. McConkey, "Applied Thermodynamics", Parson Publication.
2. Domkundwar; "A Course in Power Plant Engineering", Dhanapat Rai and Sons.
3. Yunus A. Cengel and Boles, "Engineering Thermodynamics", Tata McGraw-Hill Publishing Co. Ltd.
4. Book II - Energy Efficiency in Thermal Utilities; Bureau of Energy Efficiency.

5. Book IV - Energy Performance Assessment for Equipment & Utility Systems; Bureau of Energy Efficiency.
6. Edited by J. B. Kitto & S C Stultz, "Steam: Its Generation and Use", The Babcock and Wilcox Company.
7. P. Chatopadhyay, "Boiler Operation Engineering: Questions and Answers", Tata McGraw Hill Education Pvt Ltd, N Delhi.

Note: The paper will have a total of NINE questions. Question No. 1, which is compulsory, shall be Short Answer or Objective Type and have contents from the entire syllabus (all Four Units).

All questions will carry equal **weightage of 12 marks**. The student will attempt a total of **FIVE questions,** each of 12 marks. Q. No. 1 is compulsory. The student shall attempt remaining four questions by selecting **only one question from each unit**

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-II

MTTE-118	ADVANCED INTERNAL COMBUSTION ENGINES LAB							
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Practical Marks	Total	Time (Hrs.)
-	-	4	2	-	40	60	100	3
Objective	To develop capacity to find performance Testing of Engines and determine fuels quality characteristics using different experiments.							
Course Outcomes:								
CO 1	Students will be able to test the performance of Multi Cylinder Diesel Engine and VCR Single Cylinder engine test rig.							
CO 2	Students will be able to determine the exhaust emissions from engines using Smoke meter and gas analyser.							
CO 4	Students will be able to find experimentally the performance of reciprocating air							
CO 3	Students will have the capability to experimentally determine Viscosity, Density and Carbon residue content in a fuel.							
CO 5	Students will have the ability to experimentally determine Cloud, pour point, Flash point and Fire point of any fuel.							

List of Experiments

1. To perform load test on Multi cylinder Diesel engine using biodiesel blends and study its performance.
2. To analyze the performance of single cylinder VCR Diesel Engine with Electronic Control Unit [Computerised].
3. To conduct a load test on a single cylinder, 4-stroke variable compression ratio petrol engine and study its performance under various compression ratios.[Computerised].
4. To analyze the smoke emissions of a Diesel Engine using microprocessor-based Smoke meter.
5. To analyze various exhaust gases of I.C. Engines through a gas analyzer.
6. To conduct performance test on reciprocating air compressor, to determine its volumetric efficiency and Isothermal efficiency.
7. To Determine Viscosity of a fuel using Red Wood Viscometer.
8. To Determine Flash Point and Fire Point of a fuel.
9. To estimate Density, specific Gravity and API density of fuels.
10. To Determine the Carbon residue of a fuel using Ramsbottom Carbon residue apparatus
11. To perform Cloud and pour point test for a fuel.

Note: Total eight experiments are to be performed selecting at least six from the above list. Remaining two experiments can be from the above list or Teacher may design any two experiments based on the availability of the facilities in the lab.

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-II

MTTE-120	COMPUTATIONAL FLUID DYNAMICS LAB							
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Practical Marks	Total	Time (Hrs.)
-	-	4	2	-	40	60	100	3
Objective	To acquaint the students with fundamentals of programming and simulation of 1 D and 2 D heat transfer and fluid flow problems using finite differencing and finite volume. To provide students with the necessary skills to use commercial CFD packages.							
Course Outcomes								
CO 1	Students will able to develop an understanding of the difference between dimensional and non-dimensional programming techniques.							
CO 2	Students will able to understand the fundamentals of programming/simulation of heat transfer in pin fin problems.							
CO 3	Students will able to understand the fundamentals of programming/simulation of fluid flow problems.							
CO 4	Students will able to understand the fundamentals of programming/simulation of steady and transient heat conduction problems.							

List of Experiments

1 To make and validate a computer programme for the one dimensional pin fin steady state heat conduction when fin is infinitely long in dimensional and non-dimensional form.
2 To make and validate a computer programme for the one dimensional pin fin steady state heat conduction when fin is insulated at tip in dimensional and non-dimensional form.
3 To make and validate a computer programme for the one dimensional pin fin steady state heat conduction when fin is losing heat at tip in dimensional and non-dimensional form.
4 To make and validate a computer programme for the one dimensional transient heat conduction.
5 To make and validate a computer programme for the plate in two dimensions in steady state conduction.
6 To make and validate a computer programme for the plate in two dimensions in transient state.
7 To make and validate a computer programme for the comparison of explicit, implicit, semi- implicit method of computation of heat transfer equation.
8 To make and validate a computer programme for the fully developed laminar flow in circular pipe.
9 To make and validate a computer programme for the Coutte flow.
10 To simulate and analyze the transonic flow over an airfoil.
11 To simulate vortex shedding phenomenon over a cylinder in laminar flow.
12 To simulate and analyze the flow through a venturimeter.
13 To simulate and analyze the laminar pipe flow.
14 To simulate and analyze the laminar pipe flow.
15 To simulate and analyze the compressible flow through a nozzle.

Note: Total eight experiments are to be performed selecting at least six from the above list. The programs may be validated using any software.

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-II

MTTE-122	MINI PROJECT						
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Total**	**Time (Hrs.)**
-	**-**	**4**	**2**	**-**	**100**	**100**	**3**
Objective	**In case of mini project, they will solve a live problem using software/analytical/computational tools or fabricate an experimental setup.**						
Course Outcomes							
CO 1	**Students will learn to write technical reports.**						
CO 2	**Students will develop skills to present and defend their work in front of technically qualified audience.**						

Students can take up small problems in the field of design engineering as mini project. It can be related to solution to an engineering problem, verification and analysis of experimental data available, conducting experiments on various engineering subjects, material characterization, studying a software tool for the solution of an engineering problem etc.

Students will be required to submit a brief synopsis of 3-4 pages related to the topic by the first week of September.

Program Elective - III

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-II

MTTE-106	DESIGN OF SOLAR AND WIND SYSTEMS						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
3	-	-	3	60	40	100	3
Objective	To acquaint the students with fundamentals of solar and wind systems and devices.						
Course Outcomes							
CO 1	Students will learn about the technological status of implementation of NCES in India						
CO 2	Student will be capable to analyze various techno economical obstacles in the commercial development of NCES in India						
CO 3	Student will be capable to conceptually model and design general NCES systems and predict the long term performance.						
CO 4	Student will suggest and plan hybrid NCES solutions to conventional energy systems						

Unit-I

Fundamental of energy science and technology: Energy, economy and social development, classification of energy sources, energy scenario in India.

Conventional sources of energy: Consumption trend of primary energy sources, energy-environment economy, Nuclear, Alternative energy sources.

Unit-II

Solar Radiation: Estimation, prediction & measurement, solar energy utilization, extraterrestrial and terrestrial radiations, spectral power distribution of solar radiation, solar time, and solar radiation geometry, Estimation of solar radiation on horizontal and tilted surface.

Solar Thermal Systems: Solar water heater, solar cooker, solar furnace, solar dryer, solar distillation, solar greenhouse.

Unit-III

Solar radiation collector: Performance of solar flat plate collectors, concentrating collectors.

Thermal storage: Sensible, latent and chemical heat storage. solar air heaters, solar air-conditioning systems, application of solar energy for drying and farm operations; water pumping, heating applications of solar energy, thermal power systems.

Unit-IV

Wind energy: Direct energy conversion- PV, magneto hydro dynamo, wind mill, site selection for wind mill.

Non-conventional Energy Technologies: Fuel cells, thermionic, thermoelectric, biomass, biogas, hydrogen, geothermal.

Reference/Text Books:

1. D.Y. Goswami, F. Kreith and J.F. Kreider, "Principle of Solar Engineering", Taylor and Francis, 2000.
2. Sukhatme S.P., "Solar Energy", Tata McGraw Hill Publishing Co. Ltd., New Delhi, 1994.
3. J.F. Kreider, F. Kreith, "Solar Energy Handbook", McGraw Hill, 1981

4. J.A. Duffie and W.A. Beckman, "Solar Engineering of Thermal Processes", John Wiley, 1991.

Note: The paper will have a total of NINE questions. Question No. 1, which is compulsory, shall be Short Answer or Objective Type and have contents from the entire syllabus (all Four Units).

All questions will carry equal **weightage of 12 marks**. The student will attempt a total of **FIVE questions,** each of 12 marks. Q. No. 1 is compulsory. The student shall attempt remaining four questions by selecting **only one question from each unit**

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-II

MTTE-108	NUCLEAR ENGINEERING						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
3	-	-	3	60	40	100	3
Objective	To impart knowledge of Nuclear Reactor: inside processes, energy release, criticality, types, dimensions, materials, control, behavior, heat removal, safety, radiation protection, isotopes.						
Course Outcomes							
CO 1	Students will able to inculcate the basic concepts and processes taking place inside a nuclear reactor, such as nuclear fission, neutron production, scattering, diffusion, slowing down and absorption.						
CO 2	Students will get familiarized with the concepts of energy release, reactor criticality, the relationship between the dimension and fissile material concentration in a critical geometry.						
CO 3	Students will be able to explain the time dependent (transient) behavior of power reactor in non-steady state operation and will gain the knowledge about the means to control the nuclear reactor & its types.						
CO 4	Students will be able to extend the concepts of heat transfer in nuclear reactor cores. They will understand the mandatory safety precautions required in nuclear reactors and its radiations. They will gain the knowledge of applications of different radio-isotopes.						

UNIT-I

Nuclear Physics: Introduction; atom, nucleus & their structure; atomic transmutation; radioactivity detection; concepts of particle accelerator; radioactivity, radioactive decay, decay rate & half-life; nucleus interactions; transuranic elements; nuclear reactions: cross sections, nuclear fission & fusion, conversion and breeding.

Neutron transport and diffusion: Introduction; neutron transport equation; Fick's laws of diffusion: Ist and IInd Law; Solution to diffusion equation: instantaneous point source, infinite planar source; energy loss in elastic collisions, neutron slowing down.

UNIT-II

Energy and Exergy: Mass energy equivalence; mass defect; binding energy; energy release in fission & fusion; thermonuclear reaction; fusion bomb; exergy concept.

Reactor Mechanics and its governing equations: Solution of multigroup diffusion equations in one region and multi-region reactors; Concept of criticality of thermal reactors; reactor materials fissile & fertile materials; cladding & shielding materials, moderators, coolants.

UNIT-III

Reactor kinetics and Stability: Basic principles; fuel assembly; neutron balance; reactor kinetics; derivation of point kinetics equations; in-hour equation; solutions for simple cases of reactivity additions; excess reactivity; reactivity control; reactor stability; fission product poison or xenon poisoning; reactivity coefficients; burnable absorbers.

Classification of Nuclear Reactors: Pressurized water reactors; boiling water reactors; CANDU type reactors; gas cooled & liquid metal cooled reactors; fast breeder reactors.

UNIT-IV

Heat Transfer in Nuclear Reactors: Heat transfer equation solution in reactor core; temperature distribution; critical heat flux; heat balance; production & transfer of heat to the coolant; structural considerations.

Safety Precautions, Prevention & Isotopes: Reactor safety philosophy; defense in depth; units of radioactivity exposure; radiation protection standards; waste disposal hazards; plant site selection; safety measures incorporated in: plant design, accident control, disposal of nuclear waste, health physics; radio-isotopes radiation: units, hazards, prevention; preparation of radio-isotopes & their use in medicine, agriculture & industry.

Reference/Text Books:

1. M.M. El-Wakel, 'Nuclear Power Engineering". McGraw-Hill Inc., US
2. John R Lamarsh, "Introduction to nuclear engineering", Pearson Publication
3. J.J. Duderstadt, L. J. Hamilton, "Nuclear reactor analysis" Wiley publication

Note: The paper will have a total of NINE questions. Question No. 1, which is compulsory, shall be Short Answer or Objective Type and have contents from the entire syllabus (all Four Units).

All questions will carry equal **weightage of 12 marks**. The student will attempt a total of **FIVE questions,** each of 12 marks. Q. No. 1 is compulsory. The student shall attempt remaining four questions by selecting **only one question from each unit**

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-II

MTTE-110	CONVECTIVE HEAT TRANSFER						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
3	-	-	3	60	40	100	3
Objective	To impart an in depth knowledge about the fundamentals and applications of the convective heat transfer.						
Course Outcomes							
CO 1	Students will learn the fundamentals of convective heat transfer.						
CO 2	Students will be able to understand laminar forced convection external and internal flows.						
CO 3	Students will develop an understanding of boundary layer flow in external and internal natural convection.						
CO 4	Students will be able to analyze the turbulent boundary layer and duct flows.						
CO 5	Students will understand the mechanism of phase change and convection in porous media.						

UNIT-I

Review of Governing Equations: Continuity, momentum and energy equations, second law of thermodynamics, scale analysis, concept of heat line visualization.

Laminar External Forced Convection: Boundary layer concept, velocity and thermal boundary layers, governing equations, similarity solutions, correlations, various wall heating conditions, Flow past a wedge and stagnation flow, blowing and suction, entropy generation minimization, heat lines in laminar boundary layer flow, numerical problems.

Laminar Internal Forced Convection: Fully developed laminar flow, heat transfer to fully developed duct flow, constant heat flux and constant wall temperature, heat transfer to developing flow, correlations, heat lines in fully developed duct flow.

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UNIT-II

External Free Convection: Boundary layer equations, scale analysis, low and high Prandtl number fluids, integral solution, similarity solution, uniform heat wall flux, conjugate boundary layers, vertical channel flow, combined natural and forced convection, vertical walls, horizontal walls, inclined walls, horizontal and vertical cylinder, sphere, correlations, numerical problems.

Internal Free Convection: transient heating from side, boundary layer regime, isothermal and constant heat flux side walls, partially divided and triangular enclosures, and enclosures heated from below, inclined enclosures, annular space between horizontal cylinders and concentric spheres.

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UNIT-III

Transition to Turbulence: empirical transition data, scaling laws of transition, buckling of inviscid streams, instability of inviscid flow.

Turbulent Boundary Layer Flow: Boundary layer equations, mixing length model, velocity distribution, heat transfer in boundary layer flow, flow over single cylinder, cross flow over array of cylinders, natural convection along vertical walls.

Turbulent duct flow: Velocity distribution, friction factor and pressure drop, heat transfer coefficient, isothermal wall, uniform wall heating, heat lines in turbulent flow near a wall, optimal channel spacing, empirical correlations for different configurations.

UNIT-IV

Convection with Change of Phase: Condensation, laminar and turbulent film on a vertical surface, film condensation, drop condensation, boiling, pool boiling regimes, nucleate boiling, film boiling and flow boiling, contact melting and lubrication, melting by natural convection.

Convection in Porous Media: Mass conservation, Darcy and Forchheimer flow models, enclosed porous media heated from side, penetrative convection, enclosed porous media heated from below.

Reference/Text Books:

1. A. Bejan, "Convection Heat Transfer", Wiley Publications.
2. Louis C. Burmeister, "Convective Heat Transfer", Wiley Publications.
3. W. M. Kays and M. E. Crawford, "Convective Heat and Mass Transfer", McGraw Hill.
4. E.R.G. Eckert and Robert M. Drake, "Analysis of heat and mass transfer", McGraw Hill.
5. S. Kakac and Y. Yener, "Convective Heat Transfer", CRC Press.

Note: The paper will have a total of NINE questions. Question No. 1, which is compulsory, shall be Short Answer or Objective Type and have contents from the entire syllabus (all Four Units).

All questions will carry equal **weightage of 12 marks**. The student will attempt a total of **FIVE questions,** each of 12 marks. Q. No. 1 is compulsory. The student shall attempt remaining four questions by selecting **only one question from each unit**

Program Elective – IV

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-II

MTTE-112	COMPUTATIONAL FLUID DYNAMICS						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
3	-	-	3	60	40	100	3
Objective	To familiarize the students with the basic concepts of Computational Fluid Dynamics and problem solving approach using CFD.						
Course Outcomes							
CO 1	The students will develop an understanding of fundamental concepts of computational fluid dynamics.						
CO 2	The students will be able to model the basic equations which govern the fluid flow and heat transfer phenomena and analyze their mathematical behaviour.						
CO 3	The students will understand the basic concepts of discretization, error analysis and will develop the understanding of some simple CFD techniques.						
CO 4	The students will be able to analyze the steady and unsteady heat conduction & combined conduction diffusion problems using control volume formulation.						
CO 5	The students will be able to apply CFD to actual fluid flow problems.						

UNIT-I

Introduction: Introduction to C.F.D., comparison of the three basic approaches in engineering problem solving- analytical, experimental and computational.

Review of Governing Equations: models of the flow, substantial derivative, governing equations – continuity equation, momentum equation, energy equation, Navier-Stokes equation; physical boundary conditions.

Mathematical behavior of governing equations: classification of quasi linear partial differential equations, general method of determining the classification of partial differential equations, general behavior of hyperbolic, parabolic, elliptic equations.

UNIT-II

Discretization: Basic aspects of discretization, finite difference method, difference equations, explicit and implicit approaches, truncation error, round-off and discretization error, consistency and stability, convergence of a marching problem, methods for obtaining difference equations: use of Taylor series, use of polynomial fitting, integral method, finite volume method; stability analysis, grid generation, use of irregular mesh.

UNIT-III

Heat Conduction: control volume formulation of one-dimensional steady state diffusion, grid spacing, interface conductivity, non-linearity, source term linearization, boundary conditions; unsteady one-dimensional diffusion, two and three dimensional diffusion problems, over and under relaxation.

Convection & Diffusion: Steady one-dimensional convection and diffusion, central differencing scheme, upwind differencing scheme, exact solution, exponential, hybrid, and power law schemes, discretization equations for two dimensions & three dimensions, false diffusion.

UNIT-IV

Simple CFD Techniques: Lax-Wendroff technique, MacCormack's technique, space marching, relaxation technique, pressure correction technique, SIMPLE and SIMPLER algorithms.

Fluid Flow: CFD solution of subsonic-supersonic isentropic nozzle flow, solution of incompressible Couette flow problem by F.D.M., solution of Navier-Stokes equations for incompressible flows using MAC and SIMPLE methods.

Reference/Text Books:

1. Suhas V. Patankar, "Numerical Heat Transfer and Fluid Flow", CRC Press.
2. John D. Anderson, Jr, "Computational Fluid Dynamics", McGraw Hill Education.
3. H. Versteeg & W. Malalasekra, "An Introduction to Computational Fluid Dynamics", Pearson.
4. Richard H. Pletcher, John C. Tannehill, Dale Anderson, "Computational Fluid Mechanics and Heat Transfer", CRC Press.
5. Atul Sharma, "An Introduction to CFD: Development, Application & Analysis", Ane/Athena Books.
6. K. Muralidhar & T. Sundararajan, "Computational Fluid Flow & Heat Transfer", Alpha Science Intl Ltd.
7. Anil W. Date, "Introduction to Computational Fluid Dynamics" Cambridge University Press.
8. J. Blazek, "Computational Fluid Dynamics: Principles and Applications", Elsevier Science & Technology.
9. T.J. Chung, "Computational Fluid Dynamics", Cambridge University Press.

Note: The paper will have a total of NINE questions. Question No. 1, which is compulsory, shall be Short Answer or Objective Type and have contents from the entire syllabus (all Four Units).

All questions will carry equal **weightage of 12 marks**. The student will attempt a total of **FIVE questions,** each of 12 marks. Q. No. 1 is compulsory. The student shall attempt remaining four questions by selecting **only one question from each unit**

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-II

MTTE-114	DESIGN OF HEAT TRANSFER EQUIPMENTS						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
3	-	-	3	60	40	100	3
Objective	To impart students with the knowledge of design considerations & operational parameters of a wide variety of Heat Transfer Equipments.						
Course Outcomes							
CO 1	Students will be able to demonstrate a general understanding of heat exchangers viz. shell-and-tube, double pipe, plate-and-frame, finned tube and plate-fin heat exchangers & Heat pipes.						
CO 2	Students will be able to select material, components, design and analyze the shell-and-tube, double pipe, hair-pin and compact plate types of heat exchangers.						
CO 3	Students will be able to demonstrate the knowledge of performance degradation of heat exchangers subject to fouling, pressure drop and surface characteristics of Heat Exchangers.						

UNIT-I

Basic Review & Classification: Introduction to heat transfer and heat transfer euipments; classification of heat transfer equipments on the basis of: heat transfer process, number of fluids, surface compactness, construction features and flow arrangement; tubular heat exchanger; plate type heat exchangers; extended surface heat exchangers; heat pipe; regenerators.

Design methodology: Heat transfer analysis: assumptions & problem formulation; E-NTU & *P*-NTU method; LMTD method; fouling: effects, categorization & fundamental processes.

UNIT-II

Double Pipe Heat Exchangers: Modes of operation; general configuration and characteristics; thermal and hydraulic design of inner tube; thermal and hydraulic analysis of annulus; total pressure drop.

Compact Heat Exchangers: Modes of operation; general configuration and characteristics; thermal and hydraulic design.

Shell & Tube heat exchangers: Modes of operation; general configuration and characteristics; Tinker's, Kern's and Bell Delaware's methods for thermal and hydraulic design.

UNIT-III

Pressure Drop Analysis: Importance of pressure drop; devices; extended surface heat exchanger pressure drop; tubular heat exchanger pressure drop; tube banks; shell and tube exchangers; plate heat exchanger pressure drop; pipe losses; non-dimensional presentation of pressure drop data.

Surface Characteristics and Techniques: Dimensionless surface characteristics; heat exchanger surface geometrical characteristics; experimental techniques for determining surface characteristics; steady-state kays and London technique; Wilson plot technique; transient test techniques; friction factor determination.

UNIT-IV

Material Selection & Design of Heat Exchangers: Selection of heat exchangers and their components; temperature difference distributions; design standards and codes; terminology in heat exchanger design; material selection, and thickness calculation for major components such as tube

sheet, shell, tubes, flanges and nozzles; Introduction to simulation and optimization of heat exchangers; flow induced vibrations.

Hair-Pin Heat Exchangers: Introduction; industrial HPHE; film coefficients in tubes and annuli; pressure drop; augmentation in performance of HPHE; series and parallel arrangements; comprehensive design algorithm; numerical problems.

Reference/Text Books:

1. Ramesh K. Shah and Dusan P. Sekulic, "Fundamentals of Heat Exchanger Design" John Wiley & sons Inc., 2003.
2. D.C. Kern, "Process Heat Transfer", McGraw Hill, 1950.
3. Sadik Kakac and Hongton Liu, "Heat Exchangers: Selection, Rating and Thermal Design" CRC Press, 1998.
4. A .P. Frass and M.N. Ozisik, "Heat Exchanger Design", McGraw Hill, 1984
5. Afgan N. and Schlinder E.V. "Heat Exchanger Design and Theory Source Book".
6. T. Kuppan, "Hand Book of Heat Exchanger Design".
7. "T.E.M.A. Standard", New York, 1999.
8. G. Walkers, "Industrial Heat Exchangers-A Basic Guide", McGraw Hill, 1982.

Note: The paper will have a total of NINE questions. Question No. 1, which is compulsory, shall be Short Answer or Objective Type and have contents from the entire syllabus (all Four Units).

All questions will carry equal **weightage of 12 marks**. The student will attempt a total of **FIVE questions,** each of 12 marks. Q. No. 1 is compulsory. The student shall attempt remaining four questions by selecting **only one question from each unit**

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MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-II

MTTE-116	COMPRESSIBLE FLOW MACHINES						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
3	-	-	3	60	40	100	3
Objective	To understand the various fluid devices like turbine, compressors, pumps etc. Also to understand the concepts of shock waves and their properties.						
Course Outcomes							
CO 1	Students will able to understand the basic concepts of fluid machines. Also to learn the concepts of various turbines along with their general equations of power developed.						
CO 2	Students will able to understand the various types of pumps along with their advantages, disadvantages and applications.						
CO 3	Students will study the various compressors, diffusers & flow through variable area ducts. Also to learn the various terms and parts related to these devices.						
CO 4	Students will able to understand the basic concepts of shock waves. Also to learn the various types of shock waves through various equations.						
CO 5	Students will able to understand the basic concepts of fluid machines. Also to learn the concepts of various turbines along with their general equations of power developed.						

UNIT-I

Introduction*:* Introduction to fluid machines, energy transfer in fluid machines, energy transfer-impulse and reaction machines, efficiencies of fluid machines, principles of similarity in fluid machines, concept of specific speed and introduction to impulse hydraulic turbine.

Turbines: Analysis of force on the bucket of Pelton wheel and power generation, specific speed, governing and limitation of a Pelton turbine, introduction to reaction type of hydraulic turbine- a Francis turbine, analysis of force on Francis runner and power generation, axial flow machine and draft tube, governing of reaction turbine.

UNIT-II

Pumps: Introduction to rotodynamic pumps, flow and energy transfer in a centrifugal pump, characteristics of a centrifugal pump, matching of pump and system characteristics, diffuser and cavitation, axial flow pump, reciprocating pump.

UNIT-III

Compressors: Centrifugal and axial flow compressor, their characteristics.

Flow through Diffusers: Classification of diffusers, internal compression subsonic diffusers, velocity gradient, effect of friction and area change, the conical internal-compression subsonic diffusers, external compression subsonic diffusers, supersonic diffusers, normal shock supersonic diffusers, the converging diverging supersonic diffusers.

Flow through variable area ducts: Isentropic flow through variable area ducts, T-S and H-S diagrams for nozzle and diffuser flows, area ratio as a function of Mach number, mass flow rate through nozzles and diffusers, effect of friction in flow through nozzles.

UNIT-IV

Shock wave: Introduction to compressible flow, thermodynamic relations and speed of sound, disturbance propagation, stagnation and sonic properties, effects of area variation on properties in an isentropic flow, choking in a converging nozzle, isentropic flow through convergent-divergent duct, normal shock, oblique shock**,** introduction to expansion wave and Prandtl Meyer Flow**.**

Reference/Text Books:

1. S. M. Yahya, "Fundamentals of Compressible Flow", New Age International.
2. S.M. Yahya, "Turbines, Compressors and Fans", Tata McGraw Hill.
3. P.H. Oosthvizen and W.E. Carscallen, "Compressible Fluid Flow", McGraw Hill.

Note: The paper will have a total of NINE questions. Question No. 1, which is compulsory, shall be Short Answer or Objective Type and have contents from the entire syllabus (all Four Units).

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Audit Course - II

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-II

MTAD- 202	CONSTITUTION OF INDIA						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
2	-	-	-	-	100	100	3
Objective	Understand the premises informing the twin themes of liberty and freedom from a civil rights perspective and to address the growth of Indian opinion regarding modern Indian intellectuals' constitutional role and entitlement to civil and economic rights as well as the emergence of nationhood in the early years of Indian nationalism.						
Course Outcomes							
CO1	Discuss the growth of the demand for civil rights in India for the bulk of Indians before the arrival of Gandhi in Indian politics.						
CO2	Discuss the intellectual origins of the framework of argument that informed the conceptualization of social reforms leading to revolution in India.						
CO3	Discuss the circumstances surrounding the foundation of the Congress Socialist Party [CSP] under the leadership of Jawaharlal Nehru and the eventual failure of the proposal of direct elections through adult suffrage in the Indian Constitution.						
CO4	Discuss the passage of the Hindu Code Bill of 1956.						

Unit-I

History of Making of the Indian Constitution: History, Drafting Committee, (Composition & Working) Philosophy of the Indian Constitution: Preamble, Salient Features

Unit-II

Contours of Constitutional Rights & Duties: Fundamental Rights , Right to Equality, Right to Freedom , Right against Exploitation , Right to Freedom of Religion, Cultural and Educational Rights , Right to Constitutional Remedies , Directive Principles of State Policy , Fundamental Duties.

Organs of Governance: Parliament, Composition, Qualifications and Disqualifications, Powers and Functions, Executive, President, Governor, Council of Ministers, Judiciary, Appointment and Transfer of Judges, Qualifications. Powers and Functions

Unit-III

Local Administration: District's Administration head: Role and Importance, Municipalities: Introduction, Mayor and role of Elected Representative CEO of Municipal Corporation, Pachayati raj: Introduction, PRI: Zila Pachayat, Elected officials and their roles, CEO Zila Pachayat: Position and role. Block level: Organizational Hierarchy (Different departments), Village level: Role of Elected and Appointed officials, Importance of grass root democracy

Unit-IV

Election Commission: Election Commission: Role and Functioning. Chief Election Commissioner and Election Commissioners. State Election Commission: Role and Functioning. Institute and Bodies for the welfare of SC/ST/OBC and women.

Reference/Text Books:

1. The Constitution of India, 1950 (Bare Act), Government Publication.

2. Dr. S. N. Busi, Dr. B. R. Ambedkar, “framing of Indian Constitution”, 1st Edition, 2015.
3. M. P. Jain, “Indian Constitution Law”, 7th Edn., Lexis Nexis, 2014.
4. D.D. Basu, “Introduction to the Constitution of India”, Lexis Nexis, 2015.

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-II

MTAD-204	PEDAGOGY STUDIES						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
2	-	-	-	-	100	100	3
Objective	Review existing evidence on the review topic to inform programme design and policy making undertaken by the DfID, other agencies and researchers and Identify critical evidence gaps to guide the development.						
Course Outcomes							
CO1	Understand the pedagogical practices being used by teachers in formal and informal classrooms in developing countries.						
CO2	Become aware of the evidence on the effectiveness of these pedagogical practices, in different conditions and with different population of learners.						
CO3	Understand the significance of teacher education (curriculum and practicum) and the school curriculum and guidance materials for effective pedagogy.						

Unit-I

Introduction and Methodology: Aims and rationale, Policy background, Conceptual framework and terminology, Theories of learning, Curriculum, Teacher education, Conceptual framework, Research questions. Overview of methodology and Searching.

Thematic overview: Pedagogical practices are being used by teachers in formal and informal classrooms in developing countries, Curriculum, Teacher education.

Unit-II

Evidence on the effectiveness of pedagogical practices, Methodology for the in depth stage: quality assessment of included studies. How can teacher education (curriculum and practicum) and the school curriculum and guidance materials best support effective pedagogy? Theory of change. Strength and nature of the body of evidence for effective pedagogical practices. Pedagogic theory and pedagogical approaches. Teachers' attitudes and beliefs and Pedagogic strategies.

Unit-III

Professional development: alignment with classroom practices and follow-up support, Peer support Support from the head teacher and the community. Curriculum and assessment, Barriers to learning: limited resources and large class sizes.

Unit-IV

Research gaps and future directions: Research design, Contexts, Pedagogy, Teacher education Curriculum and assessment, Dissemination and research impact.

References/Text Books:

1. Ackers J, Hardman F, "Classroom interaction in Kenyan primary schools", Compare, 31 (2): 245-261.

2. Agrawal M, "Curricular reform in schools: The importance of evaluation", Journal of Curriculum Studies, 36 (3): 361-379.

3.Akyeampong K, "Teacher training in Ghana - does it count? Multi-site teacher education research project (MUSTER) country report 1. London: DFID.

4.Akyeampong K, Lussier K, Pryor J, Westbrook J, “Improving teaching and learning of basic maths and reading in Africa: Does teacher preparation count?” International Journal Educational Development, 33 (3): 272–282.
5.Alexander RJ, “Culture and pedagogy: International comparisons in primary education”. Oxford and Boston: Blackwell.
6.Chavan M, “Read India: A mass scale, rapid, ‘learning to read’ campaign”.

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-II

MTAD-206	STRESS MANAGEMENT BY YOGA						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
2	-	-	-	-	100	100	3
Objective	To achieve overall health of body and mind and to overcome stress						
Course Outcomes							
CO1	Develop healthy mind in a healthy body thus improving social health.						
CO2	Improve efficiency						
CO3	Learn the Yogasan						
CO4	Learn the pranayama						

Unit-I

Definitions of Eight parts of yog. (Ashtanga)

Unit-II

Yam and Niyam. Do`s and Don't's in life.

i) Ahinsa, satya, astheya, bramhacharya and aparigraha ii) Shaucha, santosh, tapa, swadhyay, ishwarpranidhan

Unit-III

Asan and Pranayam

i) Various yog poses and their benefits for mind & body ii) Regularization of breathing techniques and its effects-Types of pranayam

Reference/Text Books:

1. Janardan Swami Yogabhyasi Mandal, "Yogic Asanas for Group Tarining-Part-I" : Nagpur
2. Swami Vivekananda, "Rajayoga or conquering the Internal Nature" Advaita Ashrama (Publication Department), Kolkata

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-II

MTAD-208	PERSONALITY DEVELOPMENT THROUGH LIFE ENLIGHTENMENT SKILLS						
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Total**	**Time (Hrs.)**
2	**-**	**-**	**-**	**-**	**100**	**100**	**3**
Objective	To learn to achieve the highest goal happily To become a person with stable mind, pleasing personality and determination To awaken wisdom in students						
Course Outcomes							
CO1	**Students become aware about leadership.**						
CO2	**Students will learn how to improve communication skills**						
CO3	**Understand the team building and conflict**						
CO4	**Student will learn how to manage the time.**						

Neetisatakam-Holistic development of personality

i) Verses- 19,20,21,22 (wisdom)
ii) Verses- 29,31,32 (pride & heroism)
iii) Verses- 26,28,63,65 (virtue)
iv) Verses- 52,53,59 (dont's)
v) Verses- 71,73,75,78 (do's)

Approach to day to day work and duties.
Shrimad Bhagwad Geeta : Chapter 2-Verses 41, 47,48,
Chapter 3-Verses 13, 21, 27, 35,
Chapter 6-Verses 5,13,17, 23, 35,
Chapter 18-Verses 45, 46, 48.

Statements of basic knowledge.
Shrimad Bhagwad Geeta: Chapter2-Verses 56, 62, 68
Chapter 12 -Verses 13, 14, 15, 16,17, 18

Personality of Role model. Shrimad Bhagwad Geeta:
Chapter 2-Verses 17,
Chapter 3-Verses 36, 37, 42,
Chapter 4-Verses 18, 38, 39
Chapter18 – Verses 37, 38, 63

Reference/Text Books:

1. Swami Swarupananda, "Srimad Bhagavad Gita" Advaita Ashram (Publication Department), Kolkata
2. P.Gopinath, "Bhartrihari's Three Satakam (Niti-sringar-vairagya) by, Rashtriya Sanskrit Sansthanam, New Delhi.

Third Semester

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-III

MTTE-207	DISSERTATION PHASE - I							
Lecture	**Tutorial**	**Practical**	**Credits**	**Major Test**	**Minor Test**	**Practical Marks**	**Total**	**Time (Hrs.)**
-	**-**	**20**	**10**	**-**	**100**	**-**	**100**	**-**
Objective	**The main objective of this course is to plan a research work (which includes the problem formulation/literature review, proposed objectives, proposed methodologies and references) in the field of Thermal Engineering or interrelated fields of applications.**							
Course Outcomes								
CO 1	**Students will be exposed to self-learning various topics.**							
CO 2	**Students will learn to survey the literature such as books, national/international refereed journals and contact resource persons for the selected topic of research.**							
CO 3	**Students will learn to write technical reports.**							
CO 4	**Students will develop oral and written communication skills to present and defend their work in front of technically qualified audience.**							

The Project Work will start in semester III and should preferably be a problem with research potential and should involve scientific research, design, generation/collection and analysis of data, determining solution and must preferably bring out the individual contribution.

The examination shall consist of the preparation of report consisting of a detailed problem statement and a literature review. The preliminary results (if available) of the problem may also be discussed in the report. The work has to be presented in front of the examiners panel set by Head and PG coordinator. The candidate has to be in regular contact with his/her supervisor and the topic of dissertation must be mutually decided by the supervisor and student.

The students will be required to submit a progress report related to their dissertation work by the end of September. The progress report will cover the following:

- The goal set for the period.
- Research papers studied.
- Methodology used in achieving the goal.
- The extent of fulfillment of the goal.

The progress report must be at least of 3-4 pages and the cover page should include the tentative topic, name of the candidate, name of the supervisor, period of progress report, signature of candidate and supervisor.

The students will be required to appear for comprehensive Seminar & Viva-voce and submit a synopsis report based on their progress related to the dissertation as per the presentation dates mentioned in the academic calendar for the session. The synopsis report will be submitted in the same format as that of the thesis and will contain the following:

1. Introduction
2. Literature Survey
3. Gaps in Literature
4. Objectives of the Proposed Work

5. Methodology
6. References

* Student will choose his/her guide in the end of second semester

Program Elective – V

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-III

MTTE-201	ADVANCED COMPUTATIONAL FLUID DYNAMICS						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
3	-	-	3	60	40	100	3
Objective	To familiarize the students with the advanced concepts of Computational Fluid Dynamics.						
Course Outcomes							
CO 1	Students will be able to develop the understanding of the modeling of turbulence and its effects.						
CO 2	Students will be able to analyze the convection diffusion problems and develop algorithms for pressure velocity coupling in steady flows and unsteady flows.						
CO 3	Students will be able to develop skills to implement and handle boundary conditions; errors and uncertainty; and complex geometries.						
CO 4	Students will be able to model the combustion phenomenon and radiative heat transfer using CFD.						

UNIT-I

Introduction: Revision of pre-requisite courses, finite differences and finite volume methods.

Turbulence and its modeling: Transition from laminar to turbulent flow, descriptors of turbulent flow, averaged equations for turbulent flow, characteristics of turbulent flow, effect of turbulent fluctuations on mean flow, turbulent flow calculations, turbulence modeling, Reylolds stress models, large-eddy simulation, direct numerical simulation.

UNIT-II

Finite volume method for convection-diffusion problems: Steady 1-D convection-diffusion, conservativeness, boundedness and transportiveness, central, upwind, hybrid and power law schemes, QUICK and TVD schemes.

Implementation of boundary conditions: Inlet, outlet, and wall boundary conditions, pressure boundary condition, cyclic or symmetric boundary condition.

Errors and uncertainty in CFD modeling: Errors and uncertainty in CFD, numerical errors, input uncertainty, physical model uncertainty, verification and validation, guide lines for best practices in CFD, reporting and documentation of CFD results.

UNIT-III

Pressure - velocity coupling in steady flows: Staggered grid, SIMPLE algorithm, assembly of a complete method, SIMPLER, SIMPLEC and PISO algorithms, worked examples of the above algorithms.

Finite volume method for unsteady flows: 1-D unsteady heat conduction, explicit, Crank-Nicolson and fully implicit schemes, transient problems with QUICK, SIMPLE schemes.

Methods for Dealing with complex geometries: Introduction, body-fitted co-ordinate grids, curvilinear grids, block structured and unstructured grids, discretization in unstructured grids, diffusion and convective term, assembly of discretized equations, pressure-velocity coupling, extension of face velocity interpolation method to unstructured meshes.

UNIT-IV

CFD modeling of combustion: Enthalpy of formation, Stoichiometry, equivalence ratio, adiabatic flame temperature, equilibrium and dissociation, governing equations of combusting flows, modeling of a laminar diffusion flame, SCRC model for turbulent combustion, probability density function approach, eddy break up model.

CFD for radiation heat transfer: Governing equations for radiation heat transfer, popular radiation calculation techniques using CFD, The Monte Carlo method, the discrete transfer method, Ray tracing, the discrete ordinates method.

Reference/Text Books:

1. H. Versteeg & W. Malalasekra, "An Introduction to Computational Fluid Dynamics", Pearson.
2. Suhas V. Patankar, "Numerical Heat Transfer and Fluid Flow", CRC Press.
3. J.C. Tannehill, D. A. Anderson and R.H. Pletcher, "Computational Fluid Mechnaics and Heat Transfer", CRC Press.
4. J. Blazek, "Computational Fluid Dynamics: Principles and Applications", Elsevier Science & Technology.
5. T.J. Chung, "Computational Fluid Dynamics", Cambridge University Press.

Note: The paper will have a total of NINE questions. Question No. 1, which is compulsory, shall be Short Answer or Objective Type and have contents from the entire syllabus (all Four Units).

All questions will carry equal **weightage of 12 marks**. The student will attempt a total of **FIVE questions,** each of 12 marks. Q. No. 1 is compulsory. The student shall attempt remaining four questions by selecting **only one question from each unit**

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-III

MTTE-203	FINITE ELEMENT METHODS						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
3	-	-	3	60	40	100	3
Objective	To acquaint the students with fundamentals and various methods for solving the finite element problems. Also FDM, convergence and stability of FD scheme.						
Course Outcomes							
CO 1	Students will be able to understand the basic steps in FEM formulation. Also to study various concepts associated and assembly along with the boundary conditions in FEM formulation.						
CO 2	Students will be able to understand how FEM problem is formulated in 1-D elements. Also to discuss shape functions, h and p approximations; and various solvers associated in FEM.						
CO 3	Students will be able to understand FEM formulation of 2-D element using various methods like Galerkin approach, Weighted Residual etc. Also to understand the natural co-ordinates, numerical integration and various other concepts related to 2-D FEM formulation.						
CO 4	Students will be able to understand the axi-symmetric problems along with plane stress and plane strain problems with regards to solid mechanics. Also to discuss various elements of FEM, FEM with CI continuity and FDM problems.						

UNIT-I

Introduction to FEM: Basic Steps in FEM Formulation, General Applicability of the method; variational functional, Ritz method.

Variational FEM: Derivation of elemental equations, assembly, imposition of boundary conditions, solution of the equations.

UNIT-II

1D Elements: Shape functions, convergence criteria, h and p approximations, natural coordinates, numerical integration, gauss elimination based solvers, computer implementation: pre-processor, processor, post-processor.

UNIT-III

Alternate Formulation: Weighted residual method, Galerkin method; problems with C1 continuity: Beam Bending, Connectivity and Assembly of C1 Continuity Elements.

Variational Functional; 2-D elements (triangles and quadrilaterals) and shape functions, natural coordinates, numerical integration, elemental equations, .connectivity and assembly, imposition of boundary conditions.

UNIT-IV

Fem formulation & problems: Axisymmetric (heat conduction) problem, plane strain and plane stress solid mechanics problems, sub-parametric, iso-parametric and super-parametric elements; elements with C1 continuity, free vibration problems, formulation of Eigen value problem, FEM formulation. time-dependent problems, combination of Galerkin FEM and FDM (finite difference method), convergence and stability of FD scheme.

Reference/Text Books:

1. C. S. Krishnamoorty, “Finite element analysis”, Tata McGraw Hill

2. J. N Reddy, "An introduction to Finite element method", Tata Mc. Graw Hill
3. Y. M. Desai, "Finite Element Method with applications in engineering", Pearson Education India
4. Ted Belytschko, W.K. Liu and Brian Moran, "Nonlinear Finite Elements for Continua and Structures (Paperback)" Wiley-Blackwell (16 August 2000)
5. Guido Dhondt, "The Finite Element Method for Three-Dimensional Thermomechanical Applications", Wiley; 1 edition (June 18, 2004).
6. Claes Johnson, "Numerical Solution of Partial Differential Equations by the Finite Element Method", Dover Publications (January 15, 2009).

Note: The paper will have a total of NINE questions. Question No. 1, which is compulsory, shall be Short Answer or Objective Type and have contents from the entire syllabus (all Four Units).

All questions will carry equal **weightage of 12 marks**. The student will attempt a total of **FIVE questions,** each of 12 marks. Q. No. 1 is compulsory. The student shall attempt remaining four questions by selecting **only one question from each unit**

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-III

MTTE-205	THERMAL MODELING AND ANALYSIS						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
3	-	-	3	60	40	100	3
Objective	To acquaint the knowledge of mathematical modelling and analysis for designing the thermal systems. Also students can able to understand the dynamic behaviour of thermal systems.						
Course Outcomes							
CO 1	Students will be able to understand the basic concepts for designing the thermal systems. Also to discuss mathematical modelling of thermal systems using computer programmes.						
CO 2	Students will be able to equip for modelling the thermal systems like heat exchangers, evaporators, condensers etc. Also to understand their solution procedures.						
CO 3	Students will be able to understand the concepts of optimization and its various methods for solving the thermal problems. Also to study geometric, linear and dynamic programming.						
CO 4	Students will be able to learn the dynamic behaviour of thermal systems. Also to learn stability analysis and non-linearity.						
CO 5	Students will be able to understand the basic concepts for designing the thermal systems. Also to discuss optimization and mathematical modelling of thermal systems using computer programmes.						

UNIT-I

Design of Thermal System: Design principles, workable systems, optimal systems, matching of system components, economic analysis, depreciation, gradient present worth factor.

Mathematical Modeling: Equation fitting, empirical equation, regression analysis, different modes of mathematical models, selection, computer programmes for models.

UNIT-II

Modeling Thermal Equipments: Modeling heat exchangers, evaporators, condensers, absorption and rectification columns, compressor, pumps, simulation studies, information flow diagram, solution procedures.

UNIT-III

Systems Optimization: Objective function formulation, constraint equations, mathematical formulation, calculus method, dynamic programming, geometric programming, linear programming methods, solution procedures.

UNIT-IV

Dynamic Behavior of Thermal System: Steady state simulation, Laplace transformation, feedback control loops, stability analysis, non-linearties**.**

Optimization: Problem formulation for optimization, optimization methods, optimization of thermal systems, practical aspect in optimal design, Lagrange multipliers, optimization of constrained and unconstrained problems

Reference/Text Books:.

Hodge, B.K. and Taylor, R. P., "Analysis and Design of Energy Systems", Prentice Hall (1999).

Bejan, A., Tsatsaronis, G. and Michel, M., "Thermal Design and Optimization", John Wiley and Sons (1996).

Jaluria, Y., "Design and Optimization of Thermal Systems", McGraw-Hill (1998).

Jaluria, Y., "Design and Optimization of Thermal Systems", CRC Press (2008).

5. Ishigai S., "Steam Power Engineering Thermal and Hydraulic Design Principle", Cambridge University Press (1999).

Note: The paper will have a total of NINE questions. Question No. 1, which is compulsory, shall be Short Answer or Objective Type and have contents from the entire syllabus (all Four Units).

All questions will carry equal **weightage of 12 marks**. The student will attempt a total of **FIVE questions,** each of 12 marks. Q. No. 1 is compulsory. The student shall attempt remaining four questions by selecting **only one question from each unit**

Open Elective

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-III

MTOE-309	BUSINESS ANALYTICS						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
3	-	-	3	60	40	100	3
Objective	The main objective of this course is to give the student a comprehensive understanding of business analytics methods.						
Course Outcomes							
CO1	Able to have knowledge of various business analysis techniques.						
CO2	Learn the requirement specification and transforming the requirement into different models.						
CO3	Learn the requirement representation and managing requirement assests.						
CO4	Learn the Recent Trends in Embedded and collaborative business						

Unit-I

Business Analysis: Overview of Business Analysis, Overview of Requirements, Role of the Business Analyst.
Stakeholders: the project team, management, and the front line, Handling, Stakeholder Conflicts.
Life Cycles: Systems Development Life Cycles, Project Life Cycles, Product Life Cycles, Requirement Life Cycles.

Unit-II

Forming Requirements: Overview of Requirements Attributes of Good Requirements, Types of Requirements, Requirement Sources, Gathering Requirements from Stakeholders, Common Requirements Documents.
Transforming Requirements: Stakeholder Needs Analysis, Decomposition Analysis, Additive/Subtractive Analysis, Gap Analysis, Notations (UML & BPMN), Flowcharts, Swim Lane Flowcharts, Entity-Relationship Diagrams, State-Transition Diagrams, Data Flow Diagrams, Use Case Modeling, Business Process Modeling

Unit-III

Finalizing Requirements: Presenting Requirements, Socializing Requirements and Gaining Acceptance, Prioritizing Requirements.
Managing Requirements Assets: Change Control, Requirements Tools

Unit-IV

Recent Trends in: Embedded and collaborative business intelligence, Visual data recovery, Data Storytelling and Data Journalism.

Reference/Text Books:

1. James Cadle, "Business Analysis", BCS, The Chartered Institute for IT
2. Erik Larson and, Clifford Gray, "Project Management: The Managerial Process", McGraw-Hill Education

Note: The paper will have a total of NINE questions. Question No. 1, which is compulsory, shall be Short Answer or Objective Type and have contents from the entire syllabus (all Four Units).

All questions will carry equal **weightage of 12 marks**. The student will attempt a total of **FIVE questions,** each of 12 marks. Q. No. 1 is compulsory. The student shall attempt remaining four questions by selecting **only one question from each unit**

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-III

MTOE-311	INDUSTRIAL SAFETY						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
3	-	-	3	60	40	100	3
Objective	To enable students to aware about the industrial safety.						
Course Outcomes							
CO1	Understand the industrial safety.						
CO2	Analyze fundamentals of maintenance engineering.						
CO3	Understand the wear and corrosion and fault tracing.						
CO4	Understanding when to do periodic inceptions and apply the preventing maintenance.						

Unit-I

Industrial safety: Accident, causes, types, results and control, mechanical and electrical hazards, types, causes and preventive steps/procedure, describe salient points of factories act 1948 for health and safety, washrooms, drinking water layouts, light, cleanliness, fire, guarding, pressure vessels, etc, Safety color codes. Fire prevention and firefighting, equipment and methods.

Fundamentals of maintenance engineering: Definition and aim of maintenance engineering, Primary and secondary functions and responsibility of maintenance department, Types of maintenance, Types and applications of tools used for maintenance, Maintenance cost & its relation with replacement economy, Service life of equipment.

Unit-II

Wear and Corrosion and their prevention: Wear- types, causes, effects, wear reduction methods, lubricants-types and applications, Lubrication methods, general sketch, working and applications, i. Screw down grease cup, ii. Pressure grease gun, iii. Splash lubrication, iv. Gravity lubrication, v. Wick feed lubrication vi. Side feed lubrication, vii. Ring lubrication, Definition, principle and factors affecting the corrosion. Types of corrosion, corrosion prevention methods.

Unit-III

Fault tracing: Fault tracing-concept and importance, decision tree concept, need and applications, sequence of fault finding activities, show as decision tree, draw decision tree for problems in machine tools, hydraulic, pneumatic, automotive, thermal and electrical equipment's like, I. Any one machine tool, ii. Pump iii. Air compressor iv. Internal combustion engine, v. Boiler, vi. Electrical motors, Types of faults in machine tools and their general causes.

Unit-IV

Periodic and preventive maintenance: Periodic inspection-concept and need, degreasing, cleaning and repairing schemes, overhauling of mechanical components, overhauling of electrical motor, common troubles and remedies of electric motor, repair complexities and its use, definition, need, steps and advantages of preventive maintenance. Steps/procedure for periodic and preventive maintenance of: I. Machine tools, ii. Pumps, iii. Air compressors, iv. Diesel generating (DG) sets Program and schedule of preventive maintenance of mechanical and electrical equipment, advantages of preventive maintenance. Repair cycle concept and importance

Reference/Text Books:

1. Higgins & Morrow, "Maintenance Engineering Handbook", Da Information Services.

2. H. P. Garg, "Maintenance Engineering", S. Chand and Company.
3. Audels, "Pump-hydraulic Compressors", Mcgraw Hill Publication.
4. Winterkorn, Hans, "Foundation Engineering Handbook", Chapman & Hall London.

Note: The paper will have a total of NINE questions. Question No. 1, which is compulsory, shall be Short Answer or Objective Type and have contents from the entire syllabus (all Four Units).

All questions will carry equal **weightage of 12 marks**. The student will attempt a total of **FIVE questions,** each of 12 marks. Q. No. 1 is compulsory. The student shall attempt remaining four questions by selecting **only one question from each unit**

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-III

MTOE-313	OPERATIONS RESEARCH						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
3	-	-	3	60	40	100	3
Objective	To enable students to aware about the dynamic programming to solve problems of discreet and continuous variables and model the real world problem and simulate it.						
Course Outcomes							
CO1	Students should be able to apply the dynamic programming to solve problems of discreet and continuous variables.						
CO2	Students should be able to apply the concept of non-linear programming						
CO3	Students should be able to carry out sensitivity analysis						
CO4	Student should be able to model the real world problem and simulate it.						

Unit-I

Optimization Techniques, Model Formulation, models, General L.R Formulation, Simplex Techniques, Sensitivity Analysis, Inventory Control Models

Unit-II

Formulation of a LPP - Graphical solution revised simplex method - duality theory - dual simplex method - sensitivity analysis - parametric programming

Nonlinear programming problem - Kuhn-Tucker conditions min cost flow problem - max flow problem - CPM/PERT

Unit-III

Scheduling and sequencing - single server and multiple server models - deterministic inventory models - Probabilistic inventory control models - Geometric Programming.

Unit-IV

Competitive Models, Single and Multi-channel Problems, Sequencing Models, Dynamic Programming, Flow in Networks, Elementary Graph Theory, Game Theory Simulation

Reference/Text Books:

1. H.A. Taha, "Operations Research, An Introduction", PHI, 2008
2. H.M. Wagner, "Principles of Operations Research", PHI, Delhi, 1982.
3. J.C. Pant, "Introduction to Optimisation: Operations Research", Jain Brothers, Delhi, 2008
4. Hitler Libermann, "Operations Research", McGraw Hill Pub. 2009
5. Pannerselvam, "Operations Research", Prentice Hall of India 2010
6. Harvey M Wagner, "Principles of Operations Research", Prentice Hall of India 2010

Note: The paper will have a total of NINE questions. Question No. 1, which is compulsory, shall be Short Answer or Objective Type and have contents from the entire syllabus (all Four Units).

All questions will carry equal **weightage of 12 marks**. The student will attempt a total of **FIVE questions,** each of 12 marks. Q. No. 1 is compulsory. The student shall attempt remaining four questions by selecting **only one question from each unit**

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-III

MTOE-315	COST MANAGEMENT OF ENGINEERING PROJECTS						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
3	-	-	3	60	40	100	3
Objective	To enable students to make aware about the cost management for the engineering project and apply cost models the real world projects.						
Course Outcomes							
CO1	Students should be able to learn the strategic cost management process.						
CO2	Students should be able to types of project and project team types						
CO3	Students should be able to carry out Cost Behavior and Profit Planning analysis.						
CO4	Student should be able to learn the quantitative techniques for cost management.						

Unit-I

Introduction and Overview of the Strategic Cost Management Process Cost concepts in decision-making; relevant cost, Differential cost, Incremental cost and Opportunity cost. Objectives of a Costing System; Inventory valuation; Creation of a Database for operational control; Provision of data for Decision-Making.

Unit-II

Project: meaning, Different types, why to manage, cost overruns centres, various stages of project execution: conception to commissioning. Project execution as conglomeration of technical and nontechnical activities. Detailed Engineering activities. Pre project execution main clearances and documents Project team: Role of each member. Importance Project site: Data required with significance. Project contracts. Types and contents. Project execution Project cost control. Bar charts and Network diagram. Project commissioning: mechanical and process

Unit-III

Cost Behavior and Profit Planning Marginal Costing; Distinction between Marginal Costing and Absorption Costing; Break-even Analysis, Cost-Volume-Profit Analysis. Various decision-making problems. Standard Costing and Variance Analysis. Pricing strategies: Pareto Analysis. Target costing, Life Cycle Costing. Costing of service sector. Just-in-time approach, Material Requirement Planning, Enterprise Resource Planning, Total Quality Management and Theory of constraints. Activity-Based Cost Management, Bench Marking; Balanced Score Card and Value-Chain Analysis. Budgetary Control; Flexible Budgets; Performance budgets; Zero-based budgets. Measurement of Divisional profitability pricing decisions including transfer pricing.

Unit-IV

Quantitative techniques for cost management, Linear Programming, PERT/CPM, Transportation problems, Assignment problems, Simulation, Learning Curve Theory.

Reference/Text Books:

1. Charles Thomas Horngren, "Cost Accounting a Managerial Emphasis", Prentice Hall of India, New Delhi
2. Charles T. Horngren and George Foster, "Advanced Management Accounting"
3. Robert S Kaplan Anthony A. Alkinson, "Management & Cost Accounting"
4. Ashish K. Bhattacharya, "Principles & Practices of Cost Accounting", A. H. Wheeler publisher

5. N.D. Vohra, "Quantitative Techniques in Management", Tata McGraw Hill Book Co. Ltd.

Note: The paper will have a total of NINE questions. Question No. 1, which is compulsory, shall be Short Answer or Objective Type and have contents from the entire syllabus (all Four Units).

All questions will carry equal **weightage of 12 marks**. The student will attempt a total of **FIVE questions,** each of 12 marks. Q. No. 1 is compulsory. The student shall attempt remaining four questions by selecting **only one question from each unit**

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-III

MTOE-317	COMPOSITE MATERIALS						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
3	-	-	3	60	40	100	3
Objective	To enable students to be aware about the composite materials and their properties.						
Course Outcomes							
CO1	Students should be able to learn the Classification and characteristics of Composite materials.						
CO2	Students should be able reinforcements Composite materials.						
CO3	Students should be able to carry out the preparation of compounds.						
CO4	Student should be able to do the analysis of the composite materials.						

UNIT–I

INTRODUCTION: Definition – Classification and characteristics of Composite materials. Advantages and application of composites. Functional requirements of reinforcement and matrix. Effect of reinforcement (size, shape, distribution, volume fraction) on overall composite performance.
REINFORCEMENTS: Preparation-layup, curing, properties and applications of glass fibers, carbon fibers, Kevlar fibers and Boron fibers. Properties and applications of whiskers, particle reinforcements. Mechanical Behavior of composites: Rule of mixtures, Inverse rule of mixtures. Isostrain and Isostress conditions.

UNIT – II

Manufacturing of Metal Matrix Composites: Casting – Solid State diffusion technique, Cladding – Hot isostatic pressing. Properties and applications. Manufacturing of Ceramic Matrix Composites: Liquid Metal Infiltration – Liquid phase sintering. Manufacturing of Carbon – Carbon composites: Knitting, Braiding, Weaving. Properties and applications.

UNIT–III

Manufacturing of Polymer Matrix Composites: Preparation of Moulding compounds and prepregs – hand layup method – Autoclave method – Filament winding method – Compression moulding – Reaction injection moulding. Properties and applications.

UNIT – IV

Strength: Laminar Failure Criteria-strength ratio, maximum stress criteria, maximum strain criteria, interacting failure criteria, hygrothermal failure. Laminate first play failure-insight strength; Laminate strength-ply discount truncated maximum strain criterion; strength design using caplet plots; stress concentrations.

Reference/Text Books:

1. R.W.Cahn, “Material Science and Technology” VCH, West Germany.
2. WD Callister, Jr, “Materials Science and Engineering, An introduction”
3. Balasubramaniam, “John Wiley & Sons”, NY, Indian edition, 2007.
4. Lubin, “Hand Book of Composite Materials”
5. K.K.Chawla, “Composite Materials”
6. Deborah D.L. Chung, “Composite Materials Science and Applications”

7. Danial Gay, Suong V. Hoa, and Stephen W. Tasi, "Composite Materials Design and Applications"

Note: The paper will have a total of NINE questions. Question No. 1, which is compulsory, shall be Short Answer or Objective Type and have contents from the entire syllabus (all Four Units).

All questions will carry equal **weightage of 12 marks**. The student will attempt a total of **FIVE questions,** each of 12 marks. Q. No. 1 is compulsory. The student shall attempt remaining four questions by selecting **only one question from each unit**

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-III

MTOE-319	WASTE TO ENERGY						
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Total	Time (Hrs.)
3	-	-	3	60	40	100	3
Objective	To enable students to be aware about the generation of energy from the waste.						
Course Outcomes							
CO1	Students should be able to learn the Classification of waste as a fuel.						
CO2	Students should be able to learn the Manufacture of charcoal.						
CO3	Students should be able to carry out the designing of gasifiers and biomass stoves.						
CO4	Student should be able to learn the Biogas plant technology.						

Unit-I

Introduction to Energy from Waste: Classification of waste as fuel – Agro based, Forest residue, Industrial waste - MSW – Conversion devices – Incinerators, gasifiers, digestors

Biomass Pyrolysis: Pyrolysis – Types, slow fast – Manufacture of charcoal – Methods - Yields and application – Manufacture of pyrolytic oils and gases, yields and applications.

Unit-II

Biomass Gasification: Gasifiers – Fixed bed system – Downdraft and updraft gasifiers – Fluidized bed gasifiers – Design, construction and operation – Gasifier burner arrangement for thermal heating – Gasifier engine arrangement and electrical power – Equilibrium and kinetic consideration in gasifier operation.

Unit-III

Biomass Combustion: Biomass stoves – Improved chullahs, types, some exotic designs, Fixed bed combustors, Types, inclined grate combustors, Fluidized bed combustors, Design, construction and operation - Operation of all the above biomass combustors.

Unit-IV

Biogas: Properties of biogas (Calorific value and composition) - Biogas plant technology and status - Bio energy system - Design and constructional features - Biomass resources and their classification - Biomass conversion processes - Thermo chemical conversion - Direct combustion - biomass gasification - pyrolysis and liquefaction - biochemical conversion - anaerobic digestion - Types of biogas Plants – Applications - Alcohol production from biomass - Bio diesel production - Urban waste to energy conversion - Biomass energy programme in India.

Reference/Text Books:

1. Desai, Ashok V, "Non-Conventional Energy", Wiley Eastern Ltd., 1990.
2. Khandelwal, K. C. and Mahdi, S. S., "Biogas Technology - A Practical Hand Book - Vol. I & II", Tata McGraw Hill Publishing Co. Ltd., 1983.
3. Challal, D. S, "Food, Feed and Fuel from Biomass", IBH Publishing Co. Pvt. Ltd., 1991.
4. C. Y. WereKo-Brobby and E. B. Hagan, "Biomass Conversion and Technology", John Wiley & Sons, 1996.

Note: The paper will have a total of NINE questions. Question No. 1, which is compulsory, shall be Short Answer or Objective Type and have contents from the entire syllabus (all Four Units).

All questions will carry equal **weightage of 12 marks**. The student will attempt a total of **FIVE questions,** each of 12 marks. Q. No. 1 is compulsory. The student shall attempt remaining four questions by selecting **only one question from each unit**

Fourth Semester

MASTER OF TECHNOLOGY IN MECHANICAL ENGINEERING
(With specialization in Thermal Engineering)
Semester-IV

MTTE-202	DISSERTATION PHASE -II							
Lecture	Tutorial	Practical	Credits	Major Test	Minor Test	Practical Marks	Total	Time (Hrs.)
-	-	32	16	-	100	200	300	-
Objective	The main objective of the course is to make the students to do some good research in the field of their interests related to Thermal Engineering or interrelated fields of applications.							
Course Outcomes								
CO 1	Students will be able to use different experimental techniques or different software/ computational/analytical tools.							
CO 2	Students will be able to design and develop an experimental set up/ equipment/test rig or set up a mathematical model.							
CO 3	Students will be able to conduct tests on existing setups/equipments or simulations and draw logical conclusions from the results after analyzing them.							
CO 4	Students will be able to either work in a research environment or in an industrial environment.							
CO 5	Students will be conversant with technical report writing.							
CO 6	Students will be able to present and convince their topic of study to the engineering community.							

The Students are required to continue Analytical/Experimental/computational investigations in the field of Thermal Engg. or fields related to thermal / advanced topics etc. which have been finalized in the third semester. They would be working under the supervision of a faculty member.

The students will be required to submit a progress report duly signed by their respective supervisors to the department, related to their dissertation work in the last week of March. The progress report will cover the following:

- The goal set for the period.
- Research papers studied.
- Methodology used in achieving the goal.
- The extent of fulfillment of the goal.
- References

The progress report must be at least of 3-4 pages and the cover page should include the tentative topic, name of the candidate, name of the supervisor, period of progress report, signature of candidate and supervisor.

The candidate has to prepare a detailed dissertation report consisting of introduction of the problem, problem statement, literature review, objectives of the work, methodology (experimental set up or numerical details as the case may be) of solution and results and discussion. The report must bring out the conclusions of the work and future scope for the study.

The final dissertation will be submitted in the end of semester as per academic calendar for the session, which will be evaluated by internal as well as external examiners based upon his/her research work. At least one publication is expected before final submission of the dissertation from every student

in peer reviewed referred journals or reputed conference from the work done by them in their dissertation. The dissertation should be presented in standard format as provided by the department.

The work has to be presented in front of the examiners panel consisting of an approved external examiner, an internal examiner and a supervisor, co-supervisor etc. as decided by the Head and PG coordinator. The candidate has to be in regular contact with his supervisor.

Kurukshetra University, Kurukshetra

Course of Study for BBA.LLB. (Hons) 5-Year Integrated Course

Commenced from the Session 2016-17

Syllabus for Fifth Year (Sem. – IX & X)

w.e.f. Session 2020-21

BBA.LL.B - 5th Year			
Paper	**Semester-IX**	**Paper**	**Semester-X**
Subject Code	**Subject**	**Subject Code**	**Subject**
901-A	Land Laws Including ceiling and other Local Laws	1001-AA	सामान्य एवं विधिक हिंदी OR
		1001-AB	Legal Language and General English*
902-A	Law relating to Equity, Trust and Specific Relief	1002-AA	Law of Insurance OR
		1002-AB	Law Relating to Bankruptcy and Insolvency
903-AA	Banking Law including Negotiable Instrument Act OR	1003-AA	Conflict of Laws OR
903-AB	Biological Diversity Law	1003-AB	International Organizations
904-AA	Criminology, Penology and Victimology OR	1004-AA	Information Technology Law (Cyber Law) OR
904-AB	International Criminal Law	1004-AB	Air and Space Law
905-AA	Law Relating to Local Self Government and Panchayat Administration OR	1005-AA	Law Relating to Juvenile Justice and Probation of Offenders OR
905-AB	Citizenship and Immigration Law	1005-AB	Forensic law

906-A	**Practical Training: Drafting, Pleading and Conveyancing (Compulsory Clinical Course-III)**	**1006-A**	**Moot Court and Internship(Compulsory Clinical Course-IV)**

NOTE: *Foreign students and students who have not studied Hindi up to 10th class (Matric / Senior Secondary) will be allowed to opt Legal Language and General English in lieu of Hindi.

BBA.LL.B. (Hons.) 5- Year Integrated Course

IX- Semester

Land Laws Including Ceiling and Other Local Laws

Paper 901-A **Internal Assessment: 20 Marks**

Theory: 80 Marks

Total: 100 Marks

Time: 3 Hours

Note:

a. Nine questions shall be set in all, two questions in each Unit I-IV and one compulsory question in Unit-V.
b. The compulsory question in Unit-V shall consist of four parts, one from each Unit I-IV.
c. The candidate shall be required to attempt five questions in all, selecting one question from each Unit I-IV and question no. 9 in Unit- V shall be compulsory.
d. Each question in Unit I-IV shall carry 15 marks and question no. 9 in Unit–V shall carry 20 Marks.

Unit-I

The Punjab Land Revenue Act, 1887

Definitions (Section 3), Exclusion of certain land from operations of the Act (Section 4), Revenue Officers (Sections 6-22), Records (Sections 31-47), Collection of Land Revenue (Sections 61-96), Partition (Sections 110-126), Arbitration (Sections 127-135).

Leading Case: Harish v. Gisha Ram, AIR 1981 SC 695.

Unit-II

The Punjab Tenancy Act, 1887

Definitions(Section 4), Rights of Occupancy (Sections 5-11), Rent (Sections 12-34), Relinquishment, Abandonment and Ejectment (Sections 35-51), Improvement and Compensation (Sections 61-74), Jurisdiction and Procedure (Sections 75-100).

Leading Case: Chandu Lal v. Kalia and Goria, 1976 PLJ 548.

Unit-III

The Haryana Ceiling on Land Holdings Act, 1972

Preliminary (Sections 1-6), Ceiling on Land and Acquisition and Disposal of Surplus Area (Sections 7-17), Miscellaneous (Sections 18-33).

The Punjab Village Common Lands (Regulation) Act, 1961

Definitions (Section- 2); Lands to which this Act applies (Section- 3), Vesting of Rights and Regulation of Use and Occupation etc. of Lands (Sections 4-6), Power to put Panchayat in possession and cancel or vary leases etc. of Lands (Sections 7-12), Ban of Jurisdiction of Civil Courts (Sections 13-15).

Leading Case: Om Parkash v. State of Haryana, 1987 (i) C. L. J. 791 (F.C.).

Unit-IV

The Land Acquisition Act, 1894

Definitions (Section -3); Essential features of the Act; Concept of land acquisition; Acquisition Preliminary investigation; Declaration of intended acquisition; inquiry into measurement, value and claims and awards by collector; power of government to take possession (Section 4- 17).

Reference to court and procedure thereon (Section 18- 28 A); payment of compensation and interest (Section 31-34); Acquisition of land for companies (Section 38- 44 B); Miscellaneous: Process and penalty for obstructing acquisition of land, appeals in proceedings before court (Section 46- 54)

Leading Case: Yalliyammal and another v. Special Tehsildar (Land Acquisition) and another etc. (2011)10 SCR 293

Statutory Material:

Punjab Land Revenue Act, 1887
Punjab Tenancy Act, 1887
The Haryana Ceiling on Land Holdings Act, 1972
The Punjab Village Common Lands (Regulation) Act, 1961
The Land Acquisition Act, 1894

Suggested Readings:

1. Aggarwal, a O.P. : The Punjab Tenancy Act, 1887.
2. Aggarwal, a O.P. : The Land Revenue Act, 1887.
3. Neety Kaul : Land Laws in Punjab and Haryana.
4. Narula, D.P. : Punjab and Haryana Land Laws.
5. Jain's : The Punjab Village Common Lands (Regulation) Act, 1961
6. Jaiswal and Chawla : A Commentary on Haryana Panchayati Raj Act, 1994.
7. Baryam Singh Saini : Treatise on Village Common Land (Punjab and Haryana)
8. Sanjiva Row T.V. : The Land Acquisition Act, 1894. (Act I of 1894): (with the cases – law thereon.)
9. Aggarawala Om Prakash : Compensation for compulsory acquisition of land: law and Practice
10. Om Prakash Aggarawala, Manmohan Lal Sarin : Commentary on Land Acquisition Act: An Exhaustive Section-wise commentary on the Land Acquisition Act, 1894 (1 of 1894) with State Amendments

BBA.LL.B. (Hons.) 5- Year Integrated Course

IX- Semester

Law Relating to Equity, Trust and Specific Relief

Paper: 902-A **Internal Assessment: 20 Marks**

Theory: 80 Marks

Total: 100 Marks

Time: 3 Hours

Note:

a. Nine questions shall be set in all, two questions in each Unit I-IV and one compulsory question in Unit-V.
b. The compulsory question in Unit-V shall consist of four parts, one from each Unit I-IV.
c. The candidate shall be required to attempt five questions in all, selecting one question from each Unit I-IV and question no. 9 in Unit- V shall be compulsory.
d. Each question in Unit I-IV shall carry 15 marks and question no. 9 in Unit–V shall carry 20 Marks.

Unit-I

Equity:

The Origin and Development of Equity: Definition, nature and scope of Equity, its relation with law, Maxims of Equity: Equity will not suffer a wrong to be without a remedy, Equity Follows the Law, He who seeks Equity must do Equity, He who comes to Equity must come with clean hands, Delay defeats Equity, Equity acts in Personam, Where the Equities are equal the first in time shall prevail, equality is equity, equity looks to the intent rather than form, Doctrine of Equity Election, Mortgage, Clog on Redemption, Foreclosure, Equitable remedies.

Leading Case: Pomal Kanji Govindji and ors. v. Vrajlal Karsandas Purohit and ors., AIR 1989 SC 436

Unit –II

Trust:

Nature and Definition of Trust, Origin and Development of Trust, Classification of Trust and Creation of Trust, Trustees: Appointment, Removal, Rights, Powers, Functions, Duties, Liabilities and Disabilities, Beneficiaries: Rights and Liabilities, Remedies for Breach of Trusts, Extinction of Trust.

Leading Case: H.E.H. The Nizam's Jewellery Trust v. Princess Fatima Fonzia & others, AIR 1980 SC 17

Unit-III

Specific Relief Act:

Definitions: Obligation, Settlement, Trust and Trustee (Sec. 4). Recovering Possession of Property: Recovery of specific immovable property, suit by person dispossessed of immovable property, Recovery of specific movable property, Liability of person in possession not as a owner, to deliver to persons entitled to immediate possession. (Sec.5-8).

Specific Performance of Contract: Cases in which specific performance of contract enforceable (Sec. 10), Specific performance of part of contract (Sec. 12), Contracts which cannot be specifically

enforced (Sec. 14), Persons for or against whom contracts may be specifically enforced [Sec. 15-19], Discretion of court (Sec. 20). Rectification of contract (Sec. 26), Rescission of Contracts [Sec. 27-30].

Leading Case: E.R. Ejaz v. The Tamil Nadu Handloom Weavers Co-operative Society Ltd., AIR 2002 SC 1152.

Unit-IV

Cancellation of Instruments (Sec. 31-33), Declaratory Decree (Sec. 34-35).
Injunctions: Temporary and perpetual injunctions (Sec. 36-37). Perpetual, Mandatory or Prohibitory Injunctions (Sec. 38-42).

Leading Case: State of Madhya Pradesh v. Mangilal Sharma, AIR 1998 SC 743

Suggested Readings:

1. Singh, G.P. : Equity, Trust and Specific Relief.
2. Aquil Ahmed : Equity, Trust and Specific Relief.
3. Basu D.D. : Equity, Trust and Specific Relief.
4. Desai T.R. : Equity, Trust and Specific Relief.
5. B.M. Gandhi : Equity, Trust and Specific Relief.

BBA.LL.B. (Hons.) 5-Year Integrated Course
IX- Semester
Banking Law including Negotiable Instrument Act

Paper: 903-AA

Internal Assessment: 20 Marks
Theory: 80 Marks
Total: 100 Marks
Time: 3 Hours

Note:

a. Nine questions shall be set in all, two questions in each unit I-IV and one compulsory question in unit-V.
b. The compulsory question in unit-V shall consist of four parts, one from each Unit I-IV.
c. The Candidate shall be required to attempt five questions in all, selecting one question from each Unit I-IV and question no. 9 in Unit- V shall be compulsory.
d. Each question in Unit I-IV shall carry 15 marks and question no. 9 in Unit –V shall carry 20 Marks.

Unit-I

Nature and Development of Banking; Historical Background of Banking Institutions in India; Relationship of Banker and Customer; Nationalisation of Banks; Social Control on Banks. The Banking Regulation Act, 1949; Objects of the Act; Business of Banking Companies; Control Over Management; Suspension of Business and Winding Up of Banking Companies. Banking Ombudsman- Banking Ombudsman Scheme, 1995.

Leading case: K. Pushpangadan v. Federal Bank Ltd. (2000) 101 Comp. Case 197 (Kar.)

Unit-II

Reserve Bank of India Act, 1934:

Organization of RBI; RBI and Its Role; Legal Status of RBI; Powers and Functions of RBI; RBI and Its Promotional Role; RBI and Commercial Banks. Computer banking, E- banking, internet banking in India and banking solution ATM banking through mobiles. Regulation of Cooperative Credit Institutions in India.

Leading case: RBI v. Harisidh Co- Operative Bank Ltd., AIR 1988 Guj. 107.

Unit-III

The State Bank of India Act, 1955:

Incorporation and share capital of State Bank (Sections 3-5); Transfer of undertaking of the Imperial Bank (Sections 6-9); Shares (Sections 10-15); Management (Sections 16-31A); Business of the State Bank (Sections 32-35A).

Recovery of Debt Due to Banks and Financial Institutions Act, 1993: Object and Scope of the Act, Constitution, Powers, Procedure and Functions of the Debt Recovery Tribunal; Execution of the Decree/ Orders of Debt Recovery Tribunal; Attachment before Judgement and Appeal.

Leading case: Industrial Credit and Investment Corporation of India Ltd. v. Grapco Industries Ltd. And others AIR 1999 SC 1975.

Unit- IV

The Negotiable Instrument Act, 1881:

The Meaning of Negotiable Instruments- Its Kinds and Essential Features; Promissory Note, Bill of Exchange, Cheque; Definition of Drawer, Drawee and Payee; Holder in Due Course, Payment in Due Course; Endorsement "in blank" and "in full"; Parties to Notes, Bills and Cheques; Discharge From Liability On Notes, Bills and Cheques; Dishonour of Cheque for Insufficiency, etc., of Funds in the Account (Section- 138).

Leading case: Bank of Baroda v. Punjab National Bank, AIR 1944 PC 58.

Statutory Material:

1. The Banking Regulation Act, 1949
2. Banking Ombudsman Scheme, 1995.
3. Recovery of Debt Due to Banks and Financial Institutions Act, 1993.
4. State Bank of India Act, 1955.
5. Reserve Bank of India Act, 1934.

Suggested Readings:

1. Sethi, R.B. : Banking Regulation Act, 1949.
2. Perry, R.E. : Law and Practice Relating to Banking, Vol. I.
3. Ramaiya, A. : The Reserve Bank of India Act, 1934
4. Dawar : Mercantile Law
5. Bhisham and Adiga : The Negotiable Instruments Act.
6. Goyle, L.C : Law of Banking and Bankers
7. Tannan's : Banking Law and Practice in India
8. Maheshwari : Banking Law & Practice
9. Varshney, P.N. : Banking Law & Practice.
10. R.N. Chaudhary : Banking Laws

BBA.LL.B. (Hons.) 5-Year Integrated Course
IX- Semester
Biological Diversity Law

Paper: 903-AB

Internal Assessment: 20 Marks
Theory: 80 Marks
Total: 100 Marks
Time: 3 Hours

Note:

a. Nine questions shall be set in all, two questions in each unit I-IV and one compulsory question in unit-V.
b. The compulsory question in unit-V shall consist of four parts, one from each Unit I-IV.
c. The Candidate shall be required to attempt five questions in all, selecting one question from each Unit I-IV and question no. 9 in Unit- V shall be compulsory.
d. Each question in Unit I-IV shall carry 15 marks and question no. 9 in Unit –V shall carry 20 Marks.

Unit- I

Introduction and overview of Biological Diversity; Meaning and scope of Biological Diversity; Biological resources and Traditional Knowledge; Rationale for protection; Threats to Biodiversity; Treaties, International trade regime and biodiversity protection; Relationship of Bio Diversity and Biotechnology.

Unit- II

Protection of Traditional Knowledge: Traditional Knowledge and Patent Law, Traditional Knowledge and the Convention of Biological Diversity, Bio-Prospecting.

Codification of Traditional Knowledge and Protection of Community rights, The Biological Diversity Authorities and their functions, WIPO consultation on Traditional Knowledge.

Unit- III

Protection of Biodiversity: For Developing Nations, For Developed Countries, Farmers and Economy
Bio-piracy: Meaning, International and National Dimensions, Effect of Bio-Piracy- On the Economy
Controversies: The BT-Cotton Controversy, The Yellow Bean Controversy, The BT-Brinjal Controversy,
International and National Means to Control Bio-Piracy, TRIPS agreement and technology transfer.
Biotechnology and bio-diversity, UNCTAD conference on trade and environment Convention of Biological Diversity (CBD) and Technology Transfer: Prior Informed consent, Risk Assessment, Precautionary measures and Benefit Sharing.

Unit- IV

Salient features of Biological Diversity Act; Regulation of access to Biological Diversity; National Biodiversity Authority; Functions and powers; State Biodiversity Board; Biodiversity Management Committee and its functions.

Statutory Material:

Biological Diversity Act, 2002
Convention on Biological Diversity, 1992

Suggested Readings:

1. Ahuja, V.K. : Intellectual Property Rights in India, Vol. II, LexisNexis, Butterworths, Wadhwa, Nagpur
2. Alikhan, Shahid and Raghunath Mashellcar, : Intellectual Property and Competitive Strategies in 21st century Aditya Books Private Limited, New Delhi.
3. Choudhary, D.N. : Evaluation of Patents Laws: Developing Countries Perspective, Capital Law House, New Delhi.
4. Kumar, Arvind and Govind Das : Biodiversity to Biotechnology: Intellectual Property Rights, Narosa Publishing House, New Delhi.
5. Shenoy, Yeshwanth : Biodiversity: Law and Practice, Law Book Centre, Kochi
6. Shinade, Avinash : Intellectual Property Manual, LexisNexis, Butterworths, Nagpur.
7. Shiva, Vandna : Biopiracy: Plunder of Nature and Knowledge, CIP Publication, Cambridge
8. Singh, Janamjit : Biodiversity: Planning for Sustainable Developments, Deep and Deep Publications Private Limited, New Delhi.
9. Swaminathan, M.S. : Argo Biodiversity and Farmers' Rights, Konark Publishers Private Ltd. New Delhi.
10. Swaminathan, M.S. : Farmers Rights and Plant Genetic Resources: A Dialogue, Macmillan India Limited, Madras.
11. Verma, S.K. and Raman Mittal : Intellectual Property Rights: A Global Vision, Indian Law Institute, New Delhi.

BBA.LL.B. (Hons.) 5-Year Integrated Course
IX- Semester
Criminology, Penology and Victimology

Paper: 904-AA

Internal Assessment: 20 Marks
Theory: 80 Marks
Total: 100 Marks
Time: 3 Hours

Note:

a. Nine questions shall be set in all, two questions in each unit I-IV and one compulsory question in unit-V.
b. The compulsory question in unit-V shall consist of four parts, one from each Unit I-IV.
c. The Candidate shall be required to attempt five questions in all, selecting one question from each Unit I-IV and question no. 9 in Unit- V shall be compulsory.
d. Each question in Unit I-IV shall carry 15 marks and question no. 9 in Unit –V shall carry 20 Marks.

Unit- I

Criminology: Definition, Nature and Scope, Schools of Criminology: Pre-Classical School, Classical School, Neo-Classical School, Positive School, Sociological School, Multifactor School.

Leading Case: Nathulal v. State of Madhya Pradesh, AIR 1966 SC 43.

Unit-II

Concept and Modes of Punishment, Prison Administration & Open Prison, White-Collar Crime, Organized Crime, Alcoholism, Drug Addiction and Crime, Juvenile Delinquency.

Leading Case: Sunil Batra v. Delhi Administration, AIR 1978 SC 1675

Unit-III

The Police System, Powers and Duties of Police, Investigation by Police, Custodial Violence, Police-Public Relations, Treatment and Correction of Offenders, Need for reformation and rehabilitation of offenders, Probation of offenders.

Leading Case: Prem Shanker Shukla v. Delhi Administration, AIR 1980 SC 1535.

Unit-IV

Parole, Recidivism, Prevention of Crime, Victimology: Concept and scope, Types of victims, Theories of Victimology, Impact of victimization.

Leading Case: Sunil Fulchand Shah v. Union of India and others, AIR 2000 SC 1023.

Suggested Readings:

1. Sutherland, E & Cressy : Principles of Criminology (1978).
2. Barnes & Teeters : New Horizons in Criminology.
3. Taft & England : Criminology.
4. Siddique, Ahmed : Criminology.
5. Sirohi, J. P.S. : Criminology and Penology
6. Batra, P.P. : Probation of Offenders Act, 1958.
7. Paranjape, N.V. : Criminology and Penology.

BBA.LL.B. (Hons.) 5-Year Integrated Course
IX- Semester
International Criminal Law

Paper- 904-AB

Internal Assessment: 20 Marks
Theory: 80 Marks
Total: 100 Marks
Time: 3 Hours

Note:

a. Nine questions shall be set in all, two questions in each unit I-IV and one compulsory question in unit-V.
b. The compulsory question in unit-V shall consist of four parts, one from each Unit I-IV.
c. The Candidate shall be required to attempt five questions in all, selecting one question from each Unit I-IV and question no. 9 in Unit- V shall be compulsory.
d. Each question in Unit I-IV shall carry 15 marks and question no. 9 in Unit –V shall carry 20 Marks.

Unit- I

Introduction and General Features of International Criminal Law; Sources of International Criminal Law; General Principles of International Criminal Law; The Principle of Individual Criminal Responsibility; The Principle of Legality of Crimes; The Principle of Legality of Penalties.

Unit-II

International Crimes**:** War crimes; Crimes against Humanity; Genocide; Torture as a Discrete Crime and Aggression; Terrorism as an International Crime.

Unit-III

Circumstances Excluding International Criminal Liability: Justification and Excuses, Other Excuses: Superior order, Necessity, Duress and Mistake Immunities.

Unit-IV

The Establishment of International Criminal Tribunals, Nuremberg and Tokyo Trial, Criminal procedures of ICTY, ICTR: Charges, sentencing and penalties, International Criminal Court**:** Origin, Development, Jurisdiction, Admissibility, International criminal procedure: focus on the rights of the accused, the role of the UN Security Council.

Statutory Material

Statute of the International Court of Justice
Hague Conventions of 1899 and 1907, Geneva Conventions
Convention on the Prohibition of the Use, Stockpiling, Production and Transfer of Anti-Personnel Mines and on their Destruction (Ottawa Treaty)
Rome Statute of the International Criminal Court entered into force on 1 July, 2002.

Suggested Readings:

1. Fanner, Toni. P : International Criminal Tribunals, ICRC, Switzerland, 2006.
2. ICC – India : International Criminal Court: Conversations with Indian Parliamentarians ICC – India, Mumbai, 2005.
3. Albeek, Rosanne Van : Immunity of States and their officials in International Criminal law and International Human Rights Law, Oxford University Press New York, 2008.
4. Banerjee, Dipankar : International Criminal Court, KDF, New Delhi, 2006.
5. Bantekas, Llias : International Criminal Law, (ed.) Rout Ledge, London, 2003.
6. Broomhall, Bruce : International justice and international Criminal Court: Between Sovereignty and the Rule of Law, oxford University, press, New York, 2004
7. Cassese : Rome Statue of International criminal Court: Between Sovereignty and the Rule of Law, Oxford University, Press, New York, 2004
8. Dormaan, Kunt and : Elements of War Crimes under the Rome Statue of the International Criminal court: Sources and Commentary, Cambridge University, U.K., 2008.
9. International Criminal Court : International criminal Court: International Criminal Court, Netherlands, 2010

BBA.LL.B. (Hons.) 5-Year Integrated Course

IX-Semester

Law Relating to Local Self Government and Panchayat Administration

Paper: 905-AA

Internal Assessment: 20 Marks
Theory: 80 Marks
Total: 100 Marks
Time: 3 Hours

Note:

- **a.** Nine questions shall be set in all, two questions from each unit I-IV and one compulsory question in Unit V.
- **b.** The compulsory question in unit-V shall consist of four parts, one from each Unit I-IV.
- **c.** The Candidate shall be required to attempt five questions in all, selecting one question from each Unit I-IV and question number 9 in Unit V shall be compulsory.
- **d.** Each question in Unit I-IV shall carry 15 marks and question no. 9 in Unit V shall carry 20 Marks.

Unit-I

Local Self Government

Historical Evolution, Concept of Local Self Government, Role of Balwant Rai Mehta, Ashok Mehta, G.V.K. Rao and L.M. Singhvi Committees in strengthening of local self-government, Importance of Local Self Government, Status of Local Self Government in Present Scenario.

Unit-II

Haryana Panchayati Raj Act, 1994

Composition of Gram Sabha and Gram Panchayat, Qualification and disqualification of membership, Election to the Panchayat, Reservation of backward classes, Reservation of women and Scheduled Castes.

Unit-III

The Haryana Municipal Corporation Act, 1994

Area Sabha and its Composition; rights and duties, Composition of Municipality, Qualification and disqualification of membership, Election to the Municipalities, Reservation of backward classes, Reservation of women and Scheduled Castes.

Unit-IV

Institutions of Local Self Government

Power and functions of Area Sabha, Municipal Corporation; its power and functions, Village Panchayat; its power and functions, Panchayat Samiti; its power and functions, Zila Parishad; its power and functions.

Statutory Material:

Haryana Panchayati Raj Act, 1994
The Haryana Municipal Corporation Act, 1994
The Haryana Municipal Citizens' Participation Act, 2008

Suggested Readings:

1. Anirban Kashyap : Panchayati raj, Views of founding fathers and recommendation of different committees, New Delhi, Books.
2. Venkatarangaiah M. & M. Pattabhiram (1969) : Local Government in India: Select Readings', Allied Publishers, New Delhi.
3. Suresh Misra, Rajvir S. Dhaka : Grassroots Democracy in Action, Concept Publishing Company New Delhi.
4. Parsad, R.N. : Urban Local Self Government in India, Mittal Publication, New Delhi.
5. Henry Maddick : Panchayati Raj: A study of rural local government in India, Longmans Publication.
6. Asis Kumar Majumdar, Bhanwar Singh : Historical and conceptual development of Panchayati Raj, Radha Publications.

BBA.LL.B. (Hons.) 5-Year Integrated Course
IX-Semester
Citizenship and Immigration Law

Paper: 905-AB

Internal Assessment: 20 Marks
Theory: 80 Mark
Total: 100 Marks
Time: 3 Hours

Note:

- **a.** Nine questions shall be set in all, two questions from each unit I-IV and one compulsory question in Unit V.
- **b.** The compulsory question in unit-V shall consist of four parts, one from each Unit I-IV.
- **c.** The Candidate shall be required to attempt five questions in all, selecting one question each from Unit I-IV and question number 9 in Unit V shall be compulsory.
- **d.** Each question in Unit I-IV shall carry 15 marks and question no. 9 in Unit V shall carry 20 Marks.

Unit - I

Meaning and Types of Citizenship, Modes of acquisition of Citizenship, Object, Scope and salient features of Citizenship Act, 1955, Constitutional provisions of Citizenship in India.

Leading case: United States v. Bhagat Singh Thind 261, U.S. 204

Unit-II

Meaning and Concept: Transnational Citizenship, External Citizenship, Multiple Citizenship, Loss of Nationality.

Leading case: Immigration and Naturalization Service v. Chadha, 462 U.S. 919 (1983)

Unit-III

History, meaning and nature of immigration Law; International Migration System, Foundation of Immigration Law, Immigration Law: Procedure and Application, Immigration benefits: Refugee status, Voluntary departure, withholding of Removal.

Leading case: Canada (Citizenship and immigration) v. Khosa, 2009 SCC 12 (2009) 1SCR 339

Unit-IV

Asylum and Convention against Torture, Immigration Enforcement, Detention and Removal of Aliens, Immigration Court Hearing, Employment Based Immigration.

Leading case: Nigeria v. Secretary of state for the Home Department (2011) EWCA 132 (22 Feb.,2011)

Statutory Material:

Immigration and Nationality Act, 1952
Immigration and Refugee Protection Act
Citizenship Act, 1955
Citizenship Rules, 1956
Immigration and Nationality Act, 2010
The immigration (Carrier's Liability) Act, 2000
Immigration Reform & Control Act, 1986

Suggested Readings:

1. M.P. Jain : Constitutional Law
2. A.R. Pandey : Law of Nationality, Citizenship and Immigration
3. Mazha Hussain : The Law Relating to Foreigners, Passport and Citizenship in India
4. Seth : Citizenship and Foreigner Act
5. Basu, D.D. : Constitution of India

BBA.LL.B. (Hons.) 5-Year Integrated Course
IX- Semester
Practical Training: Drafting, Pleading and Conveyancing
(Compulsory Clinical Course-III)

Paper: 906-A **Max. Marks: 100**

This Paper will be taught through class instructions and simulation exercises. Apart from teaching the relevant provisions of Law, the course will include 15 exercises in Drafting carrying a total of 45 marks and 15 exercises in Conveyancing carrying another 45 marks (3 marks for each exercise).

Drafting:

General Principles of drafting and relevant substantive rules shall be taught.

Pleading:

(I) Civil: (i) Plaint (ii) Written statement (iii) Interlocutory application (iv) Original Petition (v) Affidavit (vi) Execution Petition (vii) Writ Petition & Public Interest Litigation under Article 226 and 32 of the Constitution of India (viii) Memorandum of Appeal & Revision.

(II) Criminal: (i) Complaints (ii) Criminal Miscellaneous Petition (iii) Bail Application & (iv) Memorandum of Appeal & Revision

Conveyancing:

(i) Sale Deed (ii) Mortgage Deed (iii) Lease Deed (iv) Gift Deed (v) Promissory Note (vi) Power of Attorney (vii) Will (viii) Trust Deed.

Viva-Voce: The remaining 10 Marks will be given in a Viva-Voce Examination which will test the understanding of legal practice in relation to Drafting, Pleading and Conveyancing

Important Note:

External Expert, Director, Institute of Law and the teacher concerned shall constitute a panel. The Quorum will consist of two and one of them will be external expert.

Suggested Readings:

1. Bindra, N.S. : Pleadings and Practice
2. Chaturvedi, R.N. : Pleadings, Drafting and Conveyancing
3. Chaturvedi, A.N. : Pleadings and Conveyancing
4. Gopalkrishnan, K.S. : Pleadings and Practice
5. Sharma, Y.S. : The Law of Pleadings, Drafting and Conveyancing
6. Majumdar, R.K. & Kataria, R.P. : Guide to Civil Drafting with Model Forms
7. Allied's : Conveyancing and Drafting of Legal Documents

बीबीए. एल एल.बी. (ऑनर्स) पंच वर्षीय इंटीग्रेटिड कोर्स
दसवां सेमेस्टर
सामान्य एवं विधिक हिंदी

पेपर नंबर – 1001-AA
Marks

Internal Assessment: 20
Theory: 80 Mark
Total: 100 Marks
Time: 3 Hours

निर्देश: पाठ्यक्रम चार इकाइयों में विभाजित है।प्रत्येक इकाई I- IV में से दो-दो प्रश्न पूछे जायेगे, परीक्षार्थी को किसी एक का उत्तर देना होगा। प्रत्येक प्रश्न 15 अंक का होगा।

प्रश्न क्रमांक 9 पाठ्यक्रम की इकाई IV के भाग (ख) में से पूछा जायेगा। यही प्रश्न 20 अंक का होगा और इसमें कोई विकल्प नहीं होगा।

इकाई- I

पांच कहानियां:

कथा भूमि कहानी- संग्रह में संकलित पांच (उसने कहा था, पूस की रात, पर्दा, अमृतसर आ गया तथा वापसी) कहानियो की मूल संवेदना, सार, उद्देश्य, अध्ययन भाषा, तथा कहानी कला सम्बन्धी अध्ययन।

इकाई - II

विधिक निबंध:

मानवाधिकार, न्यायपालिका; धर्मनिरपेक्षता; सामाजिक न्याय; लोक अदालत; सुचना का अधिकार; जनहित याचिका; घरेलु हिंसा; मौलिक अधिकार व कर्त्तव्य; अभिव्यक्ति की स्वतंत्रता; संघीय ढांचा; कानून, नैतिकता और संस्कृति; नागरिक अधिकार; आरक्षण, विधि शिक्षा।

इकाई - III

विधिक शब्दावली:

200 शब्दों की सूचि संलग्न है।

हिंदी के विधि शब्दो का अंग्रेजी अर्थ लिखकर हिंदी वाक्य में प्रयोग।

इकाई- IV

हिंदी भाषा व प्रयोग

(क) हिंदी भाषा के विकास का संक्षिप्त परिचय; हिंदी की बोलियों का परिचय; हिंदी की सांविधानिक स्थिति; देवनागरी लिपि की विशेषताएं

(ख) मुहावरे; लोकोक्तियाँ; अनेक शब्दो के लिए एक शब्द; समानार्थक व विपरीतार्थक शब्द; अशुद्धि शोधन;

पठनीय सामग्री:

1. चितरंजन मिश्र (स) ः:कथाभूमि, राधाकृष्ण प्रकाशन, दरियागंज, नई दिल्ली
2. विधि शब्दावली: विधि, न्याय और कंपनी कार्य मंत्रालय विधि - विभाग, राजभाषा खंड, विधि साहित्य प्रकाशन, भारत सरकार, नई दिल्ली

विधिशब्दावली, हिंदी शब्दों का अंग्रेजी अर्थ लिखकर उनका हिंदी वाक्यों में प्रयोग करना है

1. अग्राह्य साक्ष्य	Inadmissible Evidence
2. अधिवक्ता	Advocate
3. अधिकार पृच्छा	Quo Warrant
4. अधिग्रहण न्यायालय	Prize Court
5. अधिष्ठाता	Occupier
6. अधिसूचना	Notification
7. अधिनियम का प्रारम्भ	Commencement of Act
8. अर्धन्यायिक कार्य	Quasi-Judicial Act
9. अधिपत्र	Warrant
10.अधीन न्यायालय	Subordinate Court
11.अध्यादेश	Ordinance
12.अधिकारातीत	Ultra Vires
13.अनुचित प्रभाव	Undue Influence
14.अनुयोज्य दोष	Actionable Wrong
15.अनभिज्ञ	Ignorant
16.अनुज्ञप्ति	License
17.अनुपालन करना	Compliance
18.अनुसूचित जातियां	Scheduled castes

19.अनुसूचित जनजातियां	Scheduled Tribes
20.अंतरिम अनुतोष	Interim Relief
21.अनन्य क्षेत्राधिकार	Exclusive Jurisdiction
22.अनहर्ता	Disqualification
23.अनुस्मारक	Reminder
24.अपमान लेख	Libel
25.अपमिश्रित	Adulterated
26.अपराध	Crime, Offence
27.अपील ग्रहण करना	Entertain Appeal
28.अपराध करने में अक्षम	Doli Incapax
29.अपकृत्य विधि	Law of Tort
30.अपवचन	Slander
31.अभिकथन	Allegation
32.अभिप्राय	Intention
33.अभिलेख न्यायालय	Record Court
34.अभिसमय	Convention
35.अभिमत	Verdict
36.अभियोग पत्र	Charge Sheet
37.अश्लील	Obscene
38.असलीयत	Genuineness
39.आत्मरक्षा	Self Defence
40.आदेशो का पालन करना	Carry out Orders
41.अधिपत्य का आशय	Animus Domini
42.आपराधिक धमकी / अभित्रास	Criminal Intimidation
43.आपराधिक दुर्विनियोग	Criminal Misappropriation
44.आपराधिक न्यास भंग	Criminal Breach of Trust
45.आपराधिक मानव वध	Culpable Homicide
46.आपराधिक मन: स्थिति	Mens rea
47.आरम्भ से	Ab Initio
48.आवशयक तथ्य	Essential Fact
49.अधिप्रमाणित	Authenticate

50.आज्ञापक व्यादेश	Mandatory Injunction
51.उच्च न्यायालय	High Court
52.उत्प्रवास	Emigration
53.उत्प्रेषण लेख	Certiorari
54.उन्मुक्ति	Immunity
55.उपभोक्ता संरक्षण अधिनियम	Consumer Protection Act
56.एकपक्षीए आदेश	Ex-Parte Order
57.एकल संकमणीय मत	Single Transferable Vote
58.औपनिवेशक विधायन	Colonial Legislation
59.कड़ी अभिरक्षा	Strict Custody
60.कठोर कारावास	Rigorous Imprisonment
61.कदाचार	Misbehavior
62.कुर्की	Attachment
63.कानूनी निकाय	Statutory Body
64.कार्य प्रणाली	Modus Operandi
65.केवल कार्य किसी को अपराधी नहीं बनाता यदि उसका मन अपराधी न हो	Actus non facit reum,nisi mens sit rea
66.खोज करना	Explore
67.गंभीर कारण	Grave Reason
68.घोषणा पत्र	Manifesto
69.चित्तविकृति	Unsoundness of Mind
70.चुंगी	Octoi
71.छटनी प्रतिकार	Retrenchment Compensation
72.जनहित में	Pro bono Publico
73.जनहित याचिका	Public Interest Litigation
74.जमानत मंजूर करना	Admit to Bail
75.जमानतीय	Bailable
76.जलदस्युता	Piracy
77.जिला एवं सत्र न्यायालय	District and session court
78.तथ्य छिपाना	Concealment of Fact

79.	दत्तक ग्रहण	Adoption
80.	दण्ड न्यायालय	Criminal Court
81.	दावे को नामंजूर करना	Disallow Claim
82.	दाम्पंत्य अधिकारियों का प्रत्यास्थापन	Restituion of Conjugal Rights
83.	दावेदार	Claimant
84.	दुर्भावनापूर्ण	Maliciously
85.	दूसरे पक्ष को भी सुनो	Audi Alteram Partem
86.	दैवीय देवी कार्यों से हुई क्षति के लिए किसी को जिम्मेदार नहीं ठहराया जा सकता	Actus Dei Nemini Facit Injuria
87.	दोषपूर्ण कृत्य	Wrongful Act
88.	न्यायिक मुद्राक	Judicial Stamp
89.	न्यायाधिपति बेप	Chief Justice
90.	न्यायालय की अभिरक्षा	Custody of Court
91.	न्यायेतर उपचार	Extra Judicial Remedies
92.	न्यायिक अधिकारिता	Judicial Jurisdiction
93.	न्यूनीकरण	Commutation
94.	न्यायिक शक्ति	Judicial Power
95.	नागरिकता	Citizenship
96.	निर्णय से सहमत होना	Concur in a Judgement
97.	निरसन	Repeal
98.	निर्वचन	Interpretation
99.	निवारक निरोध	Preventive Detention
100.	निकृष्ट आचरण	Disgraceful Conduct
101.	निषिद्ध	Forbidden
102.	नियंत्रक प्राधिकारी	Controlling Authority
103.	निर्वाह व्यय	Alimony
104.	निदेशक बोर्ड	Board of Directors
105.	पदेन	Ex-Officio
106.	पहचान छिपाना	Concealment of Identity

107.	परिनियम	Statute
108.	पुनर्विचार	Court of Appeal
109.	पूर्व न्याय	Res Judicata
110.	पूर्ण स्वामित्व	Plenum Dominium
111.	प्रथम दृष्टया साक्ष्य	Prima Facie Evidence
112.	प्रत्यर्पण संधि	Extradition Treaty
113.	प्रत्यक्ष चुनाव	Direct Election
114.	प्रत्याभूति	Guarantee
115.	परमादेश	Mandamus
116.	प्रवृत करना	Remain in Force
117.	प्रत्यावर्तन करना /वापस लेना	Restoration
118.	प्रतिग्रहण	Acceptance
119.	प्रतिलिप्याधिकार	Copyright
120.	प्रशासनिक न्यायधिकरण	Administrative Tribunal
121.	प्रशासनिक विवेकाधिकार	Administrative Discretion
122.	प्रतिषेध लेख	Writ of Prohibition
123.	प्रतिफल के बिना करार	Agreement without Consideration
124.	प्रतिकूल प्रभाव डालना	Affect Prejudicially
125.	प्रतिनिधायी दायित्व	Vicarious Liability
126.	पार पत्र	Pass Port
127.	फरार	Absconder
128.	प्राकृति न्याय	Natural Justice
129.	बंदी प्रत्यक्षीकरण	Habeas Corpus
130.	बाधा डालना	Obstruct
131.	बिना हानि के क्षति	Injuria Sine Damnum
132.	बिना क्षति के हानि	Damnum Sine Injuria
133.	भर्त्सना	Admonition
134.	भरण पोषण भत्ता	Maintenance Allowance
135.	भारत की सांस्कृतिक विरासत	Cultural Heritage of India
136.	भारतीय विधि परिषद्	Bar Council of India
137.	भविषय लक्षी	Prospectively

138.	भूत लक्षी	Retrospectively
139.	भू अभिलेख	Land Records
140.	भू राजस्व	Land Revenue
141.	मधयस्थ	Arbitrator
142.	महाधिवक्ता	Advocate General
143.	महाभियोग	Impeachment
144.	मंत्री परिषद्	Council of Ministers
145.	मुख्य निर्वाचन आयुक्त	Chief Election Commissioner
146.	मुक़दमे को निपटाना	Disposal of the Case
147.	मिथ्या कारावास	False Imprisonment
148.	मिथ्या घोषणा	False Declarement
149.	यथापूर्व स्थिति	Status Quo
150.	योग्यता प्रमाण पत्र	Certificate of Fitness
151.	योगदायी उपेक्षा	Contributory Negligence
152.	रद्द करना	Annulment
153.	**राजपत्र**	Gazzette
154.	राजनिष्ठा	Allegiance
155.	राष्टों की विधि	Law of Nations
156.	राष्ट्रपति प्रसाद पर्यत	During the pleasure of the President
157.	लोकन्याय की अग्रसरता	Advancement of Public Justice
158.	लोक अपदूषणं	Public Nuisance
159.	लोक अभियोजक	Public Prosecutor
160.	लोकसभा	House of People
161.	व्यस्त मताधिकार	Adult Franchise
162.	व्यापार चिह्न	Trade Mark
163.	वचन पत्र	Promissory Note
164.	वस्तुत:	De facto
165.	वाद का संचालन	Conduct of Suit
166.	वाद पत्र का ग्रहण	Admission of Plaint
167.	वादमूल	Cause of Action
168.	वैयक्तिक विधि	Personal Law

169.	विधि के आधार	Ratio Legis
170.	विवेकाधीन शक्ति	Discretionary Power
171.	विशेष विवाह अधिनियम	Special Marriage Act
172.	विधि द्वारा आबद्ध	Bound by law
173.	विधेयक	Bill
174.	विधायक	Legislature
175.	विधि में निकट के कारणों पर ध्यान दिया जाता है दूर के कारणों पर नहीं	In Jure Remota Causa and Proxima Spectatur
176.	विचार विमर्श	Deliberation
177.	वित्त विधेयक	Finance Bill
178.	विचारार्थ प्रस्ताव	Motion for Consideration
179.	विवाह विच्छेद	Divorce
180.	विधि के प्रतिकूल	Contrary to law
181.	विश्वसनीय साक्षी	Credible Witness
182.	विधिक क्षति	Legal Damage
183.	विद्वेषपूर्ण अभियोजन	Malicious Prosecution
184.	विमति कपमदजपदह छवजम	Dissenting Note
185.	विधियों का समान सरक्षण	Equal Protection of law
186.	शाशवत व्यादेश	Perpetual Injunction
187.	स्वत्वधारी	Proprietor
188.	स्वप्ररेणा	Suo Motu
189.	स्थगित करना	Adjourn
190.	संज्ञेय अपराध	Cognizable Offence
191.	संविदा भंग	Breach of Contract
192.	सम्पुष्टि	Confirmation
193.	सुसंगत तथ्य	Relevant Fact
194.	सहदायिकी सम्पति	Coparcenary Property
195.	समान अधिकारिता न्यायालय	Court of Equal Jurisdiction
196.	सर्वोच्य न्यायालय	Supreme Court

197.	सम्पूर्ण प्रभुत्व सम्पन लोकतंत्रात्मक गणराज्य	Sovereign Democratic Republic
198.	संसदीय स्थायी समिति	Standing Committee of Parliament
199.	सौहादपूर्ण समझौता	Amicable Settlement
200.	साक्षी को आहूत करना	Summon the witness

BBA.LL.B. (Hons.) 5- Year Integrated Course
X– Semester
Legal Language and General English

Paper: 1001-AB

Internal Assessment: 20 Marks
Theory: 80 Marks
Total: 100 Marks
Time: 3 Hours

Note:

- **a.** Nine questions shall be set in all, two questions from each unit I-IV and one compulsory question in unit-V.
- **b.** The compulsory question shall consist of four parts, which shall be set one each from Unit I-IV.
- **c.** The Candidate shall be required to attempt five questions in all, selecting one question from each Unit I-IV and question no. 9 in Unit- V shall be compulsory.
- **d.** Each question in Unit I-IV shall carry 15 marks and question no. 9 in Unit-V shall carry 20 Marks.

Unit-I

Legal Language:

Meaning, Definition, History, Importance and Critical Evaluation.

Unit-II

Legal Terminology:

a. Legal Terms and Phrases
b. Legal Abbreviations

Unit-III

Grammar Usage and Vocabulary:

I. Common Errors in English
II. The Formation of Words
III. Phrasal Words

Unit-IV

Compositional Skills

I. Essay Writing on Legal Topics
II. Paraphrasing
III. CV (Resume) Writing

Suggested Readings:

1. Aiyer, P. Ramanathan : Advanced Law Lexicon 3rd ed. 2005
2. Walker, D.M. : Oxford Companion to Law, 1980
3. Tiwari, G.S. : Law and Language, Creative Books, New Delhi
4. William G. : Language and Law, 61 LOR
5. Gandhi, B.M. : Legal Language, Legal Writing and General English, Eastern Book Company, Lucknow, 2011.
6. Aggarwal, N.K. and F.T. Wood : Nesfield English Grammar Composition and Usage, Macmillan
7. Fitikides T.J. : Common Mistakes in English
8. Maison, Margret M. : Examine Your English
9. Wood, F.T. : A Remedial English Grammar
10. Collins Cobuild : The Dictionary of Phrasal Verbs

BBA.LL.B. (Hons.) 5- Year Integrated Course
X– Semester
Law of Insurance

Paper 1002-AA

Internal Assessment: 20 Marks
Theory: 80 Marks
Total: 100 Marks
Time: 3 Hours

Note:

a. Nine questions shall be set in all, two questions in each unit I-IV and one compulsory question in unit-V.
b. The compulsory question in unit-V shall consist of four parts, one from each Unit I-IV.
c. The Candidate shall be required to attempt five questions in all, selecting one question from each Unit I-IV and question No. 9 in Unit- V shall be compulsory.
d. Each question in Unit I-IV shall carry 15 marks and question no. 9 in Unit-V shall carry 20 Marks.

Unit-I

General Principles of Law of Insurance: Definition, Nature and History of Insurance; Contract of Insurance, Insurable Interest, Premium, the Policy – Classification of Policies form and Contents, Commencement; Assignment, Construction, Conditions of Policy.

Leading Case: Reserve Bank of India v. Peerless General Finance and Investment Co., AIR 1987 SC 1023.

Unit–II

The Life Insurance Corporation of India Act, 1956 and the Life Insurance (Emergency Provisions) Act, 1956: Object of the Act, Nature and scope of Life Insurance, Definitions and kinds of Life Insurance, the Policy and Formation of a Life insurance contract; Circumstance affecting the risk, amounts recoverable under life policy, persons entitled to payment, settlement of claim and payment of money, Establishment of LIC, Compensation for insurance business and exclusive privileges of LIC of carrying of life insurance business.

Leading Case: LIC v Nirmala Adi Reddy, AIR 1984 SC 346

Unit–III

Marine Insurance Act, 1963:

Nature and scope, classification of Marine policies, Marine Insurance, Insurable Interest Insurable Value, Insurance is Uberrima Fides, Marine Insurance Policy Voyage Deviation, Perils of the Sea, Assignment of Policy, Premium, Partial Loss of Ship and of Freight, Salvage, General Average, Particular Charges, Measures of Indemnity, Total Valuation, Liability to third parties, Rights of Insurer on Payments and return of Premium.

Leading Case: Home Insurance Co. v. Ramnath & Co., AIR 1955 Mad.602

Unit–IV

Public Liability Insurance Act, 1991:

Nature, Scope and Object, Liability to Give Relief in certain cases on Principles of No Fault (Sec. 3); Duty of Owner to Take Out Insurance Policies (Sec. 4); Verification and Publication of Accident by Collector (Sec. 5); Application for Claim for Relief (Sec. 6); Award of Relief (Sec. 7); Establishment of Environment Relief Fund (Sec. 7 A); Provision as to Other Right to Claim Compensation of Death (Sec. 8); Powers of Collection (Sec. 9 to 13); Penalty for Contravention (Sec. 14,15); Offences by Companies and Government Departments (Sec. 16, 17).

Leading Case: Charan Lal Sahu v. Union of India, AIR 1990 SC 1480.

Statutory Material

1. The Life Insurance Corporation of India Act, 1956.
2. The Life Insurance (Emergency Provisions) Act, 1956.
3. Marine Insurance Act, 1963
4. Public Liability Insurance Act, 1991.

Suggested Readings:

1. Sriniwasan, M.N. : Law and the Life Insurance Contract.
2. Srivastava, Kirpa Daya : Commentaries on Employees State Insurance Act, 1948
3. Murthy K.S.N & Sharma K.V.S : Modern Law of Insurance
4. Banerjee, B.N. : The Law of Insurance.
5. Mishra, M.N. : Law of Insurance
6. Ivamy, E.R. Hardy : Marine Insurance
7. Bhatacharyajee : The Life Insurance Corporation Act, 2002

BBA.LL.B. (Hons.) 5- Year Integrated Course
X– Semester
Law Relating to Bankruptcy and Insolvency

Paper : 1002-AB

Internal Assessment: 20 Marks
Theory: 80 Marks
Total: 100 Marks
Time: 3 Hours

Note:

- **a.** Nine questions shall be set in all, two questions in each unit I-IV and one compulsory question in unit-V.
- **b.** The compulsory question in unit-V shall consist of four parts, one from each Unit I-IV.
- **c.** The Candidate shall be required to attempt five questions in all, selecting one question from each Unit I-IV and question No. 9 in Unit- V shall be compulsory.
- **d.** Each question in Unit I-IV shall carry 15 marks and question no. 9 in Unit-V shall carry 20 Marks.

Unit-I

Concept of Insolvency and Bankruptcy: The concept of insolvency; Inability to pay debt; Comparison between English and Indian Insolvency and Bankruptcy law.

Acts of Insolvency: Transfer of property to a third person for benefit of creditors; Transfer with intent to defeat the creditors; Fraudulent preference in transfer of property.

Leading Case: Raghunath K. Kharkar V. Ganesh and others, AIR 1964 SC 234.

Unit-II

Insolvency Petition and Procedure of Court: Definition; Jurisdiction and power of Court; Insolvency petition by creditors; Insolvency petitions by debtor; Contents of the petition; Admissions of petitions; Procedures of the Court on petitions; Adjudication as Insolvent; Imprisonment in execution of a decree of a Court; Appointment of interim receiver; Interim proceedings against the debtor.

Leading Case: Mrs N. Lakshmi V. The Official Assignee of Madras, AIR 1950 Madras HC 410

Unit-III

Duties of Debtor/ Effect of Insolvency: Duties of debtors and Interim proceedings against the debtor; Offences by debtors; Release of debtor; Discharge of debtor; Indigent persons; Suits by indigent persons; Procedure at hearing; Dismissal of petitions filed by a creditors. Effect of insolvency on antecedent transaction; rights of creditors under execution; Duties of Court executing decree on the property taken in execution; Avoidance of voluntary transfer.

Leading Case: Bankey Lal and Others V. Durga Prasad and Others, AIR 1931 Allahabad HC 512.

Unit-IV

Adjudication and Consequences: Order of Adjudication; Effect and publication of order; Proceedings, Consequent on order of Adjudication; Protection order from arrest or detention; Burden of Creditors to prove the debt; Annulment of Adjudication, power to annul, failure to apply for discharge;

Post adjudicatory scheme for satisfaction of the debt; Discharge of debtor; Distribution of property, priority of debts; offences by debtors, Appeal

Leading Case: Mansa Ram V.Commissioner of Income Tax 1991 ITR, 192 All.

Statutory Material:

Bankruptcy Reforms Act, 1994
The Provincial Insolvency Act, 1920
Companies (Second Amendment) Act, 2002
Companies Bill, 2009
Indian Insolvency Act, 1848

Suggested Readings:

1. Avtar Singh : Law of Insolvency
2. Halsburys' : Laws of England on Bankruptcy and Insolvency Volume- III (2) 1989
3. S.K. Aiyar : Law of Bankruptcy
4. Goyle : Law of Banking and Bankers.
5. Tannan's : Banking Law and Practice in India
6. Maheshwari : Banking Law & Practice
7. Anjani Kant : Lecture of Banking Law
8. R.N. Chaudhary : Banking Law
9. Mulla : Law of Insolvency in India

BBA.LL.B. (Hons.) 5-Year Integrated Course
X – Semester
Conflict of Laws

Paper: 1003-AA

Internal Assessment: 20 Marks
Theory: 80 Marks
Total: 100 Marks
Time: 3 Hours

Note:

- **a.** Nine questions shall be set in all, two questions in each unit I-IV and one compulsory question in unit-V.
- **b.** The compulsory question in unit-V shall consist of four parts, one from each Unit I-IV.
- **c.** The Candidate shall be required to attempt five questions in all, selecting one question from each Unit I-IV and question no. 9 in Unit- V shall be compulsory.
- **d.** Each question in Unit I-IV shall carry 15 marks and question no. 9 in Unit-V shall carry 20 Marks.

Unit-I

1. Meaning, Definition, Nature and Scope of Conflict of Laws.
2. Historical Development and Theories of Conflict of Laws.
3. Jurisdiction, Meaning, Basis, Person who cannot sue and person who can't be sued, Action in personam and Action in rem, Provisions of C.P.C. regarding jurisdiction(Sec 15-20, 83, 84, 86)
4. Renovi: Partial Renvoi and Total Renvoi (Foreign Court Theory), Indian Position.

Leading Case: Rahim Toola v. Nizam of Hyderabad (1957) A.C. 397.

Unit-II

1. Domicile: Definition, Kind - Domicile of origin and Domicile of Choice, Domicile of Dependent Persons (Indian and English Position), Domicile of Corporation.
2. Marriage: Concept of Marriage, Law governing capacity, Formal and Essential validity, Polygamous marriages.
3. Matrimonial Causes: Choice of Law and choice of jurisdiction in divorce, Void and Voidable marriages, Recognition of Foreign Divorce Decrees, Extra Judicial Divorces, Judicial separation, Restitution of Conjugal Rights.

Leading Case: Winans v. A.G. (1904) A.C. 27.

Unit-III

1. Legitimacy and Legitimation: Choice of Law and choice of jurisdiction, Methods of Legitimation recognized by English Courts, Indian Position.
2. Adoption: Choice of Law and choice of jurisdiction, Recognition of Foreign Adoption by English Courts, Indian Position.

3. Law of Property – Characterization, Transfer of immovable and tangible movables (Theories), Assignment of intangible movables (Theories), Indian Position.

4. Succession – Choice of Law and choice of jurisdiction in Intestate and testamentary succession, Succession of immovable and movable property, Indian Law.

Leading Case: Shankeran Gonvindan v. Lakskmi Bharathi, AIR 1974 S.C. 1764.

Unit-IV

1. Commercial Contracts – Capacity, Formal and Essential Validity, Proper law of contract.
2. Tort – Choice of Law and choice of jurisdiction, Indian Law, Theories, Proper Law of Tort, Actionability of Foreign Tort by English Courts.
3. Recognition and enforcement of foreign judgement – Principles followed by the English Court, Finality of a Foreign Judgement, Defense available to a Defendant, Indian Law (Sec. 13,14,43-44A of C.P.C and Sec 41 of Indian Evidence Act).

Leading Case: Satya v. Teja Singh AIR 1975 SC 105.

Suggested Readings:

1. Alba Mayss : Principles of Conflict of Laws
2. Bhattacharya : Private International Law
3. Borne : International Civil Litigation in US Courts
4. Cheshire : Private International Law
5. Dicey : Conflict of Laws
6. Graveson : Conflict of Laws
7. Paras Diwan : Private International Law

BBA.LL.B. (Hons.) 5- Year Integrated Course

X- Semester

International Organizations

Paper: 1003-AB

Internal Assessment: 20 Marks

Theory: 80 Marks

Total: 100 Marks

Time: 3 Hours

Note:

- **a.** Nine questions shall be set in all, two questions in each unit I-IV and one compulsory question in unit-V.
- **b.** The compulsory question in unit-V shall consist of four parts, one from each Unit I-IV.
- **c.** The Candidate shall be required to attempt five questions in all, selecting one question from each Unit I-IV and question no. 9 in Unit- V shall be compulsory.
- **d.** Each question in Unit I-IV shall carry 15 marks and question no. 9 in Unit-V shall carry 20 Marks.

Unit-I

International organizations- Meaning, nature, scope and importance; Evolution of International Organization and their legal personality; Types of International organizations - Membership and functions.

Unit-II

United Nations as a constitutional system; U.N. Peace-keeping: Functions; Achievements and Failures; Problems of peace enforcement through U.N; Role of UN regarding Collective security and Human Rights.

Unit-III

Special Agencies: UNESCO, IAEA, UNDP-Constitution and Functioning; International Economic Institutions: UNCTAD, WIPO, IFC- Constitution and Functioning; Collective Security Agencies: NATO, WARSAW PACT.

Unit-IV

International non-Government organizations: Transparency International, Human Rights Watch, Green Peace; Disarmament and Arms Control: CTBT, NPT, PNE; WTO and its role in Globalization; Kyoto Protocol and Environmental Protection.

Suggested Readings:

1. D.W. Bobet : Law of International Institutions (1982).
2. Rigid Detter : Law Making by International Organization (1965).
3. Wilferd Fenks : The Proper Law of International Organisation (1962).
4. Inis L. Claude Jr : The Development of International Organisations in the Nineteenth Century in Swords into Plowshares, 1971.
5. B.S Murthy : International Relations and Organisations
6. S.R Myneni : International Relations and Organisations

BBA.LL.B. (Hons.) 5 Year Integrated Course
X – Semester
Information Technology Law
(Cyber Law)

Paper: 1004-AA

Internal Assessment: 20 Marks
Theory: 80 Marks
Total: 100 Marks
Time: 3 Hours

Note:

- **a.** Nine questions shall be set in all, two questions in each unit I-IV and one compulsory question in unit-V.
- **b.** The compulsory question in unit-V shall consist of four parts, one from each Unit I-IV.
- **c.** The Candidate shall be required to attempt five questions in all, selecting one question from each Unit I-IV and question no. 9 in Unit- V shall be compulsory.
- **d.** Each question in Unit I-IV shall carry 15 marks and question no. 9 in Unit-V shall carry 20 Marks.

Unit-I

Introduction to I.T. Act 2000: Historical Background and objective of the Act, Definitions, Digital Signature,Electronic Records, Regulation of Certifying Authorities, Cyber Regulation Appellate Tribunal.

Leading Case: State of Maharashtra V. Marwarijee F. Desai (2002) 2 sec 318.

Unit-II

Cyber Crimes: Meaning, Nature and scope of cyber-crimes, Types of cyber-crimes, Internet scams, Hacking and Cracking, Pornography on Internet, Internet Security, offences committed outside India, Powers of Adjudication and Investigation.

Leading Case: R.V. Whiteley (1991) 93 cr. App. R.25

Unit-III

International Regime of Cyber Space: Concept of Cyber World and Intellectual property in Cyber space, Personal Jurisdiction in Cyber space, the issues relating to online Defamation, Privacy issues and Threats in the Global Network Society.

Leading Case:Rediff Communication Ltd. v. Cyberbooth and another, AIR 2000 Bom.27.

Unit-IV

Cyber Law and Related issues: Freedom of speech and expression on the internet, Liability of network service provider, computer forerbic and the process of confiscation, Power of central government to make rules, Penalties and adjudication.

Leading Case: Shreya Singhal V. Union of India 2015 (1973) 2 S.C.R. 757.

Statutory Material:

1. Information Technology Act, 2000
2. Information Technology Manual

Suggested Readings:

1. Kamath, Nandan : Law relating to Computers Internet & E- Commerce
2. Sinha, P.K. : Computer Fundamentals
3. Mishra : Cyber Crimes
4. Kumar,A. : Information Technology
5. Ram, B. : Computer Fundamentals
6. Ryder, Rodney D : Guide to Cyber Law

BBA.LLB. (Hons.) 5-Year Integrated Course
X- Semester
Air and Space Law

Paper-1004-AB

Internal Assessment: 20 Marks
Theory: 80 Marks
Total: 100 Marks
Time: 3 Hours

Note:

- **a.** Nine questions shall be set in all, two questions in each unit I-IV and one compulsory question in unit-V.
- **b.** The compulsory question in unit-V shall consist of four parts, one from each Unit I-IV.
- **c.** The Candidate shall be required to attempt five questions in all, selecting one question from each Unit I-IV and question no. 9 in Unit- V shall be compulsory.
- **d.** Each question in Unit I-IV shall carry 15 marks and question no. 9 in Unit-V shall carry 20 Marks.

Unit-I

Nature and Historical Development of Air and Space Law - Sovereignty over air space, Theories regarding air spaces, Role of space law in International System. Aerial Navigation, Paris Convention on Aerial Navigation, 1919.

Unit-II

Havana Convention, 1928; Warsaw Convention, 1929; Chicago Convention on International Civil Aviation, 1944; Air craft Hijacking- Meaning and Definition of Hijacking, Universal Jurisdiction in respect of crime of Hijacking.

Unit-III

Outer Space- Meaning and Scope; Outer Space Treaty; Vienna Conference on the Exploration and Peaceful use of Outer Space, Demarcation between Air Space and Outer Space.

Unit-IV

Arms Control in Outer Space; Strategic Arms Limitation Treaty (SALT); Aero Space Weapons: Causes, Growing threats from Sophisticate Weapons; International Cooperation in Outer Space.

Suggested Readings:

1. Bhatt, S : Studies in Aerospace Law
2. Kapoor S.K : Public International Law
3. Nicolas : Legal Implication Remote Sensing from Outer Space
4. Tandon, M.P. : Public International Law
5. Harris, D.J : Cases and Material of International Law

BBA.LL.B. (Hons.) 5-Year Course
X-Semester
Law Relating to Juvenile Justice and Probation of Offenders

Paper: 1005-AA

Internal Assessment: 20 Marks
Theory: 80 Marks
Total: 100 Marks
Time: 3 Hours

Note:

- **a.** Nine questions shall be set in all, two questions in each unit I-IV and one compulsory question in unit-V.
- **b.** The compulsory question in unit-V shall consist of four parts, one from each Unit I-IV.
- **c.** The Candidate shall be required to attempt five questions in all, selecting one question from each Unit I-IV and question No. 9 in Unit- V shall be compulsory.
- **d.** Each question in Unit I-IV shall carry 15 marks and question no. 9 in Unit-V shall carry 20 Marks.

Unit-I

History and development of Juvenile Justice System, Meaning, Nature & Scope of Juvenile Justice and Concept of protection of juvenile, Rights of juvenile under National Charter for Children, 2003; Rights of child under United Nations Convention on Rights of Child (1990). United Nations Standard Minimum Rules for the administration of Juvenile Justice 1985 (the Beijing Rules). The United Nations Rules for the protection of Juveniles Deprived of their Liberty (1990). The Hague Convention on Protection of Children and co-operation in Respect of Intercountry Adoption (1993).

Leading Case: Sheela Barse v. Union of India, AIR 1986 SC 1773

Unit-II

Immoral Traffic Prevention Act, 1956 and 1986 (with latest amendments)- Object, Purpose and salient features; The Protection of children from Sexual Offences Act, 2012: Object, Purpose, Salient Features; The Prohibition of Child Marriage Act, 2006: Object, Purpose, Salient Features; Young Persons Harmful Publications Act, 1956 - Object, Purpose, Salient Features.

Leading Case: Eerati Laxman v. State of Andhra Pradesh 2009 (3) SCC 337

Unit-III

Definitions under The Juvenile Justice, (Care and Protection of Children) Act, 2015 : Child, Juvenile, Guardian, Begging, Children's home, Drug abuse and Trafficking in child; Child in need of care and protection.
General Principles of Care and Protection of Children (Chapter – II)
Juvenile Justice Board : Constitution, Powers, Duties (Chapter – III)
Procedure in Relation to Children In Conflict with Law (Chapter – IV)
Child Welfare Committee (Chapter – V)

Leading Case: **1. Supreme Court Legal Aid Committee v. Union of India 1989 (4) SCC 738**
2. State V. Ram Singh and another FIR No. 413/2012 Vasant Vihar

Unit-IV

The Juvenile Justice, (Care and Protection of Children) Act, 2015:
Procedure in Relation to Children in Need of Care and Protection (Chapter – VI)
Rehabilitation and Social Re- Integration (Chapter – VII)
Adoption (Chapter -VIII)
Other offences against children (Chapter – IX)
Miscellaneous (Chapter – X)
Child Specific provisions under The Probation of Offenders Act, 1958: Object, Purpose and Salient features.

Leading Case: **Rattan Lal v. State of Punjab, AIR 1965 SC 444.**

Statutory Material:

The Juvenile Justice Act, 1986
The Juvenile Justice, (Care and Protection of Children) Act, 2015
The Juvenile Justice (Care and Protection of Children) Amendment Act, 2006
The Probation of Offenders Act, 1958
Young Persons Harmful Publications Act, 1956
The Prohibition of Child Marriage Act, 2006
Immoral Traffic Prevention Act, 1956 and 1986
The Protection of Children from Sexual offences Act, 2012
Young Persons Harmful Publication Act, 1956

Suggested Readings:

1. Kumkum Rani : Commentaries on the Juvenile Justice Act, 1986
2. Paras Diwan : Children and legal protection
3. Prof. NV Paranjape : Criminology & Penology with Victimology
4. Prof. Ved Kumari : The Juvenile Justice System in India
5. Sunil Kanta Bhattacharya : Juvenile Justice: An Indian Scenario
6. N. V. Paranjape : The Law Relating to Probation of Offenders In India

BBA.LL.B. (Hons.) 5 Year Integrated Course

X- Semester

Forensic Law

Paper: 1005-AB

Internal Assessment: 20 Marks
Theory: 80 Marks
Total: 100 Marks
Time: 3 Hours

Note:

- **a.** Nine questions shall be set in all, two questions in each unit I-IV and one compulsory question in unit-V.
- **b.** The compulsory question in unit-V shall consist of four parts, one from each Unit I-IV.
- **c.** The Candidate shall be required to attempt five questions in all, selecting one question from each Unit I-IV and question no. 9 in Unit- V shall be compulsory.
- **d.** Each question in Unit I-IV shall carry 15 marks and question no. 9 in Unit-V shall carry 20 Marks.

Unit-I

History and development of Forensic Science, Relationship between Law and Forensic Science, Role of Forensic Science in administration of justice

Organizational structure of Forensic Science Labs in India: Central forensic science laboratories, Forensic science laboratories, National Crime Records Bureau, National Institute of Criminology and Forensic science, Finger Print Bureau, Central Detective Training School

Leading Case: S.K. Viswambaran v. E. Koyakunju and Others, AIR 1987 SC 1436.

Unit- II

Crime Scene evidences; Preservation of evidence; Types of evidence: Physical evidence, Chemical evidence, Biological evidence; Meaning of Expert Evidence, Presentation of Expert Evidence, Admissibility of Expert Evidence, Crime Scene Documentation and Lab Investigation

Leading Case: Shashi Kumar Banerjee and ors. v. Subodh Kumar Banerjee, AIR 1964 SC 529.

Unit- III

Techniques of Investigation: Finger Printing, Brain Mapping, Lie detector, Poly graph Test, Voice Identification, Narco Analysis, DNA Test, Finger Printing, Legal admissibility of techniques of investigation. Forensic Ballistics: Firearms and their classification, Bullet, Weapon, Cartridge Case Identification, Nature of injuries – Entry and Exit wounds.

Leading Case: P.K. Narayanan v. State of Kerala, 1995 SCC (1) 142.

Unit- IV

Chemical and Toxicological Analysis: Drugs of Abuse & Narcotic drugs, Toxicological examination of poisons &alcohol, Toxicological examination of Viscera, Petroleum Products, Food Adulteration Explosives: Definition of Explosion & Detonation, Chemistry of explosives, Disposal & Handling,

Fire Scene Investigation: Analysis& Interpretation of fire scenes, Fire Dynamics, Fire Debris Analysis & Analytical Methods for detection & Characterization.

Leading Case: Jasbir Singh v. Vipin Kumar Jaggi and ors., AIR 2001 SC 2734.

Suggested Readings:

1. Sharma, B.R. : Forensic science in Criminal investigation and Trial
2. Dr. Veerraghavan : Handbook of Forensic Psychology
3. Dr. Rukmani Krishnamurthy : Crime Scene Management with Special Emphasis on National Level Crime Cases
4. Parikh : Text book of Medical Jurisprudence, Forensic Medicine and Toxicology
5. Nanda, B.B. & Tewari R.K. : Forensic Science in India: A vision for the twenty First Century
6. James, S.H., Norby, JJ Techniques : Forensic Science: An Introduction to Scientific and Investigative

BBA.LL.B. (Hons.) 5-Year Integrated Course

X- Semester

Moot Court and Internship (Practical- IV)

Paper: 1006 –A **Max. Marks: 100**

Note: This paper will have three components of 30 marks each and a Viva-Voce for 10 marks.

a. **Moot Court (30 Marks):**

Every Student will do at least three Moot Courts in a year with 10 marks for each. The Moot Court work will be on assigned problems and it will be evaluated for 5 marks for written submissions and 5 marks for oral advocacy.

b. **Observance of Trial in two cases, one Civil and one Criminal (30 marks):**

Students will attend two trials. They will maintain a record and enter the various steps observed during their attendance on different days in the Court assignment.

c. **Interviewing techniques and Pre-trial Preparations and internship diary (30 Marks):**

Each student will observe two interviewing sessions of clients at the Lawyer's Office/Legal Aid Office and record the proceedings in a diary, which will carry 15 marks. Each student will further observe the preparation of documents and court papers by the Advocates and the procedure for the filing of the suit/petition. This will be recorded in the diary, which will carry 15 marks. Minimum period of internship: (a) each registered student shall have completed minimum of 20 weeks internship during the entire period of legal studies under NGO's, Trial and Appellate Judiciary, Legal Regulatory Authorities, Legislatures and Parliament, other Legal Functionaries, Law Firms, Companies, Local Self Government and other such bodies where Law is Practiced either in action or in dispute resolution or in management; as directed by the Head of the Institution. Provided that internship in any year cannot be for a continuous period of more than four weeks and the Internship shall preferably be done during each summer vacation for four weeks during every year of course.

d. The fourth component of this paper will be Viva-Voce examination on all the above three aspects. This will carry 10 marks.

IMPORTANT NOTE:

The Subject teacher will assign problems to the students and award 5 marks for the written assignment and 5 marks for performance in the Moot Court bearing framing of issues, authorities cited and answering of questions.

For (b), (c) and (d) – External expert, Director of Institute of Law and teacher concerned will constitute a panel. *The Quorum will consist* of two and one of them will be external expert.

For all Practical training papers, students have to maintain separate records of Practical work done, as instructed by the Head of the Institution and the teacher concerned. The record shall be submitted to the teacher concerned before the end of the semester. Students shall not be admitted for the Viva- Voce examination without the completed record with the signature of the teacher.

Suggested Readings:

1. N.R. Madhav Menon : Clinical Legal Education
2. Dr. T. Panda & K.P.C Rao : Moot Courts, Observation of Trial, Pre-Trial Preparation and Internship
3. Dr. Kailash Rai : Moot Court, Pre-Trial Preparation and Participating in Trial Proceedings
4. Prof. Nomita Agarwal :MootCourt

Department of History
Kurukshetra University Kurukshetra
(NAAC A+ Accredited)
Rectify Scheme of Examination & Syllabi for M.Phil.–History Course under CBCS (Annual System) to be implemented w.e.f. 2018-2019)

Note: 1. The M.Phil.-History Course (Regular) shall be a One Year Degree Course under Annual System consisting of Two Theory Papers, Two Seminars and one Dissertation. In the theory papers, Paper-1 shall be a *core* paper of Research Methodology carrying 100 marks whereas Paper-2 shall be Specialized Optional paper with internal choice carrying 100 marks. There shall be internal assessment of 20 Marks each in both of the Theory Papers.

2. As per the M.Phil. Ordinance of the University, the Scheme of Examination shall be as follows:

Time	:	3 Hours
Maximum Marks	:	100 Marks
External Marks	:	80 Marks
Internal Assessment	:	20 Marks; The division of marks shall be as given below:

(i)	Two Class Tests:	50% (For Each Paper)
(ii)	One Assignment :	25 % (One Period Duration)
(iii)	Attendance:	25% Marks

3. The Examination System will further be based on the **Choice Based Credit System (CBCS)** as per UGC/University guidelines. Under this system, every candidate has to pass 12 Credits (04 Compulsory Course Credits + 4 Optional Course Credits out of total 16 Credits and 04 Credits of Two Seminars as necessary to earn the Degree under the New Scheme of Examination.

4. There shall be two Seminars of 50 marks each, i.e., of total 100 marks. These Seminars will carry 4 credits i.e. each Seminar will be of 2 credits. The first Seminar shall be based on Paper-2 (i.e., Specialization Paper) whereas the second Seminar shall be on any aspect related to the proposed theme of research.

5. The candidate shall write and submit a Dissertation on a theme of research pertaining to his/her concerned Area/Group of Specialization under the supervision of an eligible teacher and appear in viva-voce on the Dissertation. Grade (as per the Grade system) will be awarded by the University after assessment of the Dissertation by an External Examiner.

6. The other provisions of the M.Phil. Ordinance of the University will also be applicable *in toto*.

Chairman
Department of History
K.U. Kurukshetra

10(2505)

The details of the Examination Scheme are as follows:

Paper No.	Name of the Paper	No. of Credit	Teaching Scheme (Hrs./Week)			Examination Scheme (Marks)		
			L	T	P	Theory Exam	Internal Assessment	Total
Core Paper								
MPH-1	Historical Research Methodology	4	4	½ hrs.G	-	80	20	100
Specialization Papers:								
The candidates shall be required to choose **any one Group** out of the following two Groups of Specialization and then **select any one Optional Paper** out of the two Optional Papers given in the concerned Group of Choice:								
Specialization Papers:								
Group – A: Medieval India								
One Paper is to be chosen from any of the following Specialization Papers of this Group:								
MPH(A)-2(i)	Historiography on Medieval India	4	4	½ hrs.G	-	80	20	100
MPH(A)-2(ii)	Medieval Indian Historiography	4	4	½ hrs.G	-	80	20	100
Group – B: Modern India								
One Paper is to be chosen from any of the following Specialization Papers of this Group:								
MPH(B)-2(i)	Historiography on Modern India	4	4	½ hrs.G	-	80	20	100
MPH(B)-2(ii)	British Historiography on Modern India	4	4	½ hrs.G	-	80	20	100
MPH(C)-2(i)	**Seminar-I**	2	-	-	-	-	-	50
MPH(C)-2(ii)	**Seminar-II**	2	-	-	-	-	-	50
MPH(D)-2(i)	**Dissertation**	-	-	-	-	-	-	Grade System
Total:		12						300

Chairman
Department of History
K.U. Kurukshetra

10(2506)

DEPARTMENT OF HISTORY
KURUKSHETRA UNIVERSITY KURUKSHETRA

Syllabus and the Scheme of Examination
For the Course of B. A. (General) Semester System
Under the
Choice Based Credit System (CBCS)
Subject: History (Option – I & II)
To be Introduced at the
Institute of Integrated and Honors Studies (IIHS)
w.e.f. the Session 2020-21 in Phased Manner

B. A. General Course in History subject shall be a three years degree course containing of six semesters. The candidates shall have to select one option paper out of the two options in each semester i. e. six papers in the full course. Each paper will carry 100 marks out of which 20 marks shall be earmarked for Internal Assessment. The Scheme of the Examinations will be as under:

Time:	3 Hours
Maximum Marks:	100 Marks
Theory:	80 Marks
Internal Assessment:	20 Marks, Divisions of Marks as given below:

Two Assignments:	50 % (for each Assignment)
One Class Test:	25 % (One Period Duration)

Attendance: 25 % Marks of Attendance will be given as under:

91 % Onwards	05 Marks
81% to 90 %	04 Marks
75 % to 80 %	03 Marks
70 % to 74 %	02 Marks
65 % to 69 %	01 Marks*

* For students engaged in Co-Curricular Activities of the University only/ authenticated medical grounds duly approved by the concerned Principal.

The examination system will further be based on CBCS (Choice Based Credit System) as per UGC / University guidelines. Under this system, the students will have a choice to study one more paper from two options specifically offered in the syllabi for Non-History Courses of the Under-graduate Degree for such students in 3rd semester. Similarly, in History subject of B. A. General degree course such one additional paper from other subject will be offered in the course of 3rd semester to the students of History course of Under-Graduate Degree.

The B. A. General in History subject (Regular) has been divided into six semesters spread over three years. Every student of History subject has to pass minimum 36 + 2 Credits (24 Compulsory out of 72 Credits of all subjects and 12 Credits optional out of 48 credits (24 DSE and 12 GE Plus 2 SEC) and 2 Credits out of 8 Credits SEC in Semester – III from additional papers from other department/discipline out of total 120 Credits as necessary to earn the Degree under the new Scheme.

First four semesters, 24 Compulsory Credits and 12 DSC Credits shall be offered to the students of history. In addition to this one Optional Paper from other department / subject of 2 Credit in Semester – III shall be offered to the Students. However, the choice of optional Credits is subjected to the availability of infrastructure/ teaching faculty in the Institute / College.

Note: There shall be two Optional Papers in each Semester 1st, 2nd, 3rd, 4h, 5th and 6th. The Candidate shall take any one of the two Optional Papers in each Semester. The Candidate who may select Option- I in Semester-I will continue to select the Option-I in the Semester 2nd, 3rd, 4th, 5th and 6th. The Candidate who may select Option-II in the Semester-I will continue to select the Option- II in the Semester 2nd, 3rd, 4th, 5th and 6th.

Syllabus and Scheme of Examination For B. A. (General)
Under Choice Based Credit System
Kurukshetra University Kurukshetra
Subject: History (Option – I & II)

Semester	Course Code	Paper	Nomenclature	Credit	Contact Hours	Internal Marks	External Marks	Total	Time of Exam
1	CC-History A	History 101 (I)	Political History of India (From Earliest Times to 1206)	6	5+1	20	80	100	3 Hrs
		History 101 (II)	Social and Economic History of India (From Earliest Times to 1206)	6	5+1	20	80	100	3 Hrs
2	CC-History B	History 201(I)	Political History of Haryana (From Harappan Age to 1966)	6	5+1	20	80	100	3 Hrs
		History 201 (II)	Social and Economic History of Haryana (From Harappan Age to 1966)	6	5+1	20	80	100	3 Hrs
3	CC History C	History 301 (I)	Political History of India (1206-1757)	6	5+1	20	80	100	3 Hrs
		History 301 (II)	Social and Economic History of India (1206-1757)	6	5+1	20	80	100	3 Hrs

	SEC-3 History C	History S1 (I)	Indian National Movement (1885-1919)	2	2	10	40	50	2 Hrs
		History S2 (II)	Indian National Movement (1920-1947)	2	2	10	40	50	2 Hrs
			SEC 1 Computer Science/MOOC Course from Swayam Portal	4					
4	CC History D	History 401 (I)	Modern India (1757-1947)	6	5+1	20	80	100	3 Hrs
		History 401 (II)	Social and Economic Transformation During Colonial India (1757-1947)	6	5+1	20	80	100	3 Hrs
			SEC 2 Personality Development	4					
5	DSE History A	History 501 (I)	World History (From Ancient to 17th Century)	6	5+1	20	80	100	3 Hrs
			OR						
		History 502 (I)	Contemporary India: State and Politics (1947-1966)	6	5+1	20	80	100	3 Hrs
		History 501 (II)	World History: Social and Economic Trends (From Ancient to 17th Century)	6	5+1	20	80	100	3 Hrs
			OR						
		History 502 (II)	Social and Economic History of Contemporary India (1947 – 1966)	6	5+1	20	80	100	3 Hrs

6	DSE History B	History 601 (I)	Modern World	6	5+1	20	80	100	3 Hrs
			OR						
		History 602 (I)	Social and Economic History of Contemporary India (1947 – 1966)	6	5+1	20	80	100	3 Hrs
		History 601 (II)	Modern Europe (1789-1919)	6	5+1	20	80	100	3 Hrs
			OR						
		History 602 (II)	Contemporary India: State and Politics (1947-1966)	6	5+1	20	80	100	3 Hrs

B. A. History Programme Outcomes:

- There are different scopes in different areas like sericulture department as demonstrator, care taker of the farm, trainer for others, etc.
- Archeologist: Archeological Survey of India with private Firms related to archeology.
- Historian: With so much debate over the authenticity of historical books, there is ever increasing demand for historians.
- Public Service: for history graduates, the option of public service like UPSC, HPSC, Banking, Police Department, Army, etc. are always opened.
- Teacher: After BA in history one can always find employment as a history/social science teacher.
- Social Worker/Subject Expert: Nowadays a lot of publishing houses seek subject matter experts for the publication of school textbooks or supplementary reading materials.
- Travel and Tourism Expert: With an extensive knowledge of history and historical monuments, history graduates can work as a travel expert for tourism spot of historical importance.

DEPARTMENT OF HISTORY
KURUKSHETRA UNIVRSITY KURUKSHETRA
B.A. (GENERAL), HISTORY (SEMESTER SYSTEM)

UNDER THE

CHOICE BASED CREDIT SYSTEM (CBCS)

W.E.F. 2020-21 in Phased Manner

Note: There shall be two Optional Papers in each Semester 1st, 2nd, 3rd, 4th, 5th and 6th. The Candidate shall take any one of the two Optional Papers in each Semester. The Candidate who may select Option- I in Semester-I will continue to select the Option-I in the Semester 2nd, 3rd, 4th, 5th and 6th. The Candidate who may select Option-II in the Semester-I will continue to select the Option- II in the Semester 2nd, 3rd, 4th, 5th and 6th.

B. A. (General) History – Part I, Semester – 1st

Course – CC History - A

LIST OF PAPERS

Subject Code	Paper No.	Nomenclature	Internal Assessment	Theory Paper Marks	Total Marks	Time
CC History A	101 Option-I	Political History of India (From Earliest Times to 1206)	20	80	100	3 Hrs.
CC History A	101 Option-II	Social and Economic History of India (From Earliest Times to 1206)	20	80	100	3 Hrs.

Syllabus and Course Reading

Under the

Choice Based Credit System (CBCS)

Subject Code : CC History A

Paper No. : 101 (Option – I)

Political History of India (From Earliest Times to 1206)

Marks: 80

Internal Assessment: 20

Time Allowed: 3 Hours

Credit : 06

Programme Specific Outcomes : To introduce the students to the major element of politics and administration in Ancient India. It intends to present and overview of changes in historical context. A few introductory lectures on the meaning and scope of history, expansion of Harappan civilization, Vedic polity, Mauryan polity, Post-Mauryan State, expansion of Gupta Empire, rise of Rajput power and invasions of Mahmood Ghaznavi and Muhammad Ghori would be required to commence the paper.

Course Outcomes: After completing the course the students will be able to:

- List the sources and evidence for reconstructing the history of Ancient India.
- Discuss the main features of Harappan and Saraswati Civilization.
- Analysis the way of earlier historians interpreted the history of India and while doing so they can write the alternative ways of looking at the past.
- Analysis Vedic polity and state, rise of Magdha Empire.
- Examine the Mauryan polity under Chandra Gupta Maurya and Ashoka.
- Discuss the Achievements of Kushanas and Satvahanas.
- Examine the expansion of Gupta Empire under Samudragupta and Chandragupta- II.
- Describe the achievements of Harshvardhana, Chalukaya and Kushana.
- Explain the rise of Rajputs and Invasions of Mahmood Ghaznavi and Muhammad Ghori

Note: 1. The question paper will consist of ***nine*** questions. The candidate shall attempt five questions in all. The Question No. 1 will be ***compulsory***. The Candidate shall attempt ***four*** more questions selecting at least ***one*** from each unit. The paper will carry 100 marks out of which 20 marks will be earmarked for internal assessment. Each question will, therefore, carry 16 marks.

2. The **Compulsory Question No. 1** will be multiple choice type consisting ***eight*** questions of equal marks (i.e. 2 marks each) spread over the whole syllabus.
3. The Map Question will be carrying 16 marks (10 for map work and 6 for explanatory note). For visually disabled candidates, the part relating to the explanatory note will carry full marks.

Unit – I

Meaning of History and Sources of Ancient Indian History
Harappan and Saraswati Civilization: Origin, Extent, Urbanization and Decline
Vedic Age: Polity and State
Mahajanapada: Rise of Magdha Empire

Unit – II

Polity of Mauryan Empire: Chandragupta Maurya and Ashoka
Post-Mauryan State: Kushanas and Satvahanas
Gupta Empire: Samudragupta and Chandragupta II
Post-Gupta Period: Harshvardhana and Chalukayas

Unit III

Struggle for Hegemony: Pritihara, Pala and Polity and Administration of Chola
Rise of Rajput Power with Special Reference to Tomars
Mahmood Ghaznavi and Muhammad Ghori: Conflicts with Indian States and Effects

Unit – IV

Maps (India):
Important Sites of Harappan Culture

Expansion of Ashoka's Empire
Expansion of Kanishka's Empire
Expansion of Harsha's Empire

Suggested Readings:

Allchin, B. and Allchin R.,	*Origins of a Civilization: Te Prehistory and Early Archaeology of South Asia*, Viking, New Delhi, 1997.
Basham, A. L.,	*The Wonder that was India*, Rupa Publications, Bombay, 1971.
Bhandarkar, D. R.	*Some Aspects of Ancient Hindu Polity*, Benares, 1929.
Bogucki, P.	*The Origin of Human Society*, Wiley-Blackwell, Massachusetts, 1999.
Burton, Stein,	*History of India*, OUP, New Delhi, 1998.
Carr, E. H.	*Itihas Kya hai*, Macmillan Publication, New Delhi 1976.
Chandra Satish	*Medieval India From the Sultanate to the Mughals*, Delhi 1997.
----------	*History of Medieval India*, Orient Blackman, Reprint Hyderabad, 2018
----------	*Madhyakalin Bharat: Rajniti Samaj and Sanskirti*, Delhi, 2007.
Farukhi, A.	*Prachin Evam Madhyakalin Samajik Sanrachanaye aur Sanskritiya*, Manak Prakashan, Delhi, 2015.
Habib, Irfan,	*The Indus Civilization*, Tulika, New Delhi, 2002.
Jayasval, K. P.,	*Hindu Polity*, Calcutta, 1924.
Jha, D. N. and Shrimali, K. M.	*Prachin Bharat Ka Itihas*, New Delhi, 1990.
Kosambi, D. D.	*Prachin Bhartiya Sabhyata Evam Sanskriti*, Rajkamal, New Delhi.
Lahri, Nayanjot, ed.,	*The Decline and Fall of the Indus Civilization*, Permanent Black, New Delhi, 2000.
Majumdar, R. C.	*History and Culture of the Indian People*, V Vols., Bhartiya Vidhya Bhavan Series, Bombay, 1970, 1979, 1980.
Sharma, R. S.,	*India's Ancient Past*, OUP, New Delhi, 2007.
----------,	*Looking for the Aryans*, Orient Longman Publishers, Delhi, 1995.
----------	*Aspects of Political Ideas and Institution in Ancient India*, Motilal Banarsidas, New Delhi, 1991.
Rao, N. S. Subba,	*Lectures on the Economic Condition of Ancient India, Being an Analytical Study of the Jatakas*, Mysore, 1911.
Thapar, Romila,	*The Past Before Us: Historical Traditions of Early India*, Permanent Black, Part – I, Delhi, 2013.
----------	*A History of Ancient India*, Vol. IPenguin India, New Delhi, 2000.
Tripathi, Ramashankar,	*History of Ancient India*, Motilal Banarsidas Publishers Pvt. Ltd., New Delhi, 2006.

Subject Code : CC History-A
Paper No. : 101 (Option – II)

Social and Economic History of India (From Earliest Times to 1206)

Marks: 80
Internal Assessment: 20
Time Allowed: 3 Hours
Credit: 06

Programme Specific Outcomes: To introduce the students to the major element of Society and Economy during earliest times to 1206. It intends to present and overview of changes in historical context. A few introductory lectures the expansion of Harappa civilization, Vedic society and economy, Dhamma of Ashoka, Gupta Art, Architecture, Science and Technology, feudal society and economy and impacts of invasions of Mahmood Ghaznavi and Muhammad Ghori on Indian Society and Economy would be required to commence the paper.

Course Outcomes: After completing the course the students will be able to:

- Discuss the main features of society and economy of Harappan and Saraswati Civilization.
- Analysis Vedic society, economy, religion and literature.
- Discuss new religious movements.
- Examine the Dhamma of Ashoka.
- Examine the Art, Architecture, Science and Technology.
- Describe the development of art and architecture during Post-Gupta period.
- Explain features of feudal society and economy
- Impacts of Invasions of Mahmood Ghaznavi and Muhammad Ghori on society and economy.

Note: 1. The question paper will consist of ***nine*** questions. The candidate shall attempt five questions in all. The Question No. 1 will be ***compulsory***. The Candidate shall attempt ***four*** more questions selecting at least ***one*** from each unit. The paper will carry 100 marks out of which 20 marks will be earmarked for internal assessment. Each question will, therefore, carry 16 marks.

2. The **Compulsory Question No. 1** will be multiple choice type consisting ***eight*** questions of equal marks (i.e. 2 marks each) spread over the whole syllabus.

3. The Map Question will be carrying 16 marks (10 for map work and 6 for explanatory note). For visually disabled candidates, the part relating to the explanatory note will carry full marks.

Unit – I

Harappan and Saraswati Civilization: Society and Economy
Vedic Age: Economy and Trade, Society, Religion and Literature
Religious Movements: Jainism and Buddhism

Unit – II

Dhamma of Ashoka
The Guptas: Society, Economy and Trade
The Guptas: Art, Architecture, Science and Technology
Post-Gupta Period: Art and Architecture

Unit - III

Feudalism: Social and Economic Trends
Harshvardhana: Religious Conferences and Literature
Islam and India: Social and Cultural Impacts
Invasions of Mohammad Ghori: Social Impacts

Unit – IV

Maps (India):
Important Sites of Harappan Civilization
Major Centers of Jainism
Major Centers of Buddhism
Pillars and Edicts of Ashoka

Suggested Readings:

Ashraf, K. M.	*Life and Conditions of the People of Hindustan*, Delhi, 1965.
Basham, A. L.,	*The Wonder that was India*, Rupa Publications, Bombay, 1971.
Bogucki, P.	*The Origin of Human Society*, Wiley-Blackwell, Massachusetts, 1999.
Burton, Stein,	*History of India*, OUP, New Delhi, 1998.
----------	*Vijaynagar*, Cambridge University Press, Cambridge, 1989.
Chandra Satish	*Medieval India From the Sultanate to the Mughals*, Delhi 1997.
----------	*History of Medieval India*, Orient Blackman, Reprint Hyderabad, 2018
----------	*Madhyakalin Bharat: Rajniti Samaj and Sanskirti*, Delhi, 2007.
Habib Irfan,	*Technology in Medieval India, c. 650-1750*, Tulika, New Delhi, 2008.
----------	*The Indus Civilization*, Tulika, New Delhi, 2002.
Habibillah, A. B. M.	*The Foundation of Muslim Rule in India*, Central Book Depot, Allahabad, 1967.
Jackson, Pater	*The Delhi Sultanate*, Cambridge University Press, Cambridge, 2001.
Jha, D. N. and Shrimali, K. M.	*Prachin Bharat Ka Itihas*, New Delhi, 1990.
Kosambi, D. D.	*Prachin Bhartiya Sabhyata Evam Sanskriti*, Rajkamal, New Delhi.

Jayasval, K. P.,	*Hindu Polity*, Calcutta, 1924.
Majumdar, R. C.	*History and Culture of the Indian People,* V Vols., Bhartiya Vidhya Bhavan Series, Bombay, 1970, 1979, 1980.
Majumdar, R. C., A. D. Pusalkar,	*The Delhi Sultanate*, Vol. 6, Bharti Vidhya Bhawan, Bombay, 1960.
Majumdar, R. C.	*History and Culture of the Indian People,* V Vols., Bhartiya Vidhya Bhavan Series, Bombay, 1970, 1979, 1980.
Sharma, R. S.,	*India's Ancient Past*, OUP, New Delhi, 2007.
----------,	*Looking for the Aryans*, Orient Longman Publishers, Delhi, 1995.
----------	*Aspects of Political Ideas and Institution in Ancient India*, Motilal Banarsidas, New Delhi, 1991.

DEPARTMENT OF HISTORY
KURUKSHETRA UNIVRSITY KURUKSHETRA
B.A. (GENERAL), HISTORY (SEMESTER SYSTEM)

UNDER THE
CHOICE BASED CREDIT SYSTEM (CBCS)
W.E.F. 2020-2021

Note: There shall be two Optional Papers in each Semester 1st, 2nd, 3rd, 4th, 5th and 6th. The Candidate shall take any one of the two Optional Papers in each Semester. The Candidate who may select Option- I in Semester-I will continue to select the Option-I in the Semester 2nd, 3rd, 4th, 5th and 6th. The Candidate who may select Option-II in the Semester-I will continue to select the Option- II in the Semester 2nd, 3rd, 4th, 5th and 6th.

B. A. (General) History – Part I, Semester – 2nd
Course – CC History - B

LIST OF PAPERS

Subject Code	Paper No.	Nomenclature	Internal Assessment	Theory Paper Marks	Total Marks	Time
CC History B	201 Option-I	Political History of Haryana (From Harappan Age to 1966)	20	80	100	3 Hrs.
CC History B	201 Option-II	Social and Economic History of Haryana (From Harappan Age to 1966)	20	80	100	3 Hrs.

Syllabus and Course Reading
Under the
Choice Based Credit System (CBCS)

Subject Code : CC History-B
Paper No. : 201(Option – I)

Political History of Haryana (From Harappan Age to 1966)

Marks: 80
Internal Assessment: 20
Time Allowed: 3 Hours
Credit : 06

Programme Specific Outcomes: To introduce the students to the major element of political History of Haryana from Harappan Age to 1966. It intends to present and overview of changes in historical context. A few introductory lectures on concept of regional history and sources of History of Haryana, expansion of Harappan Civilization, Vedic polity and Mahabharata, Mauryan polity, battles of Tarain, rise of Tomars and Chauhans, invasions of Mahmood Ghaznavi and Muhammad Ghori, establishment of Turiksh Rule, expansion of Delhi Sultanate and Mughal Empire in Haryana, Expansion and Administration of East India

Company, Uprising of 1857, Gandhi and National Movement in Haryana and Formation of Haryana State would be required to commence the paper.

Course Outcomes: After completing the course the students will be able to:

- List the sources and evidence for reconstructing the history of Haryana.
- Discuss the main features of Harappan and Saraswati Civilization in Haryana.
- Analysis Vedic polity, state and battle of Mahabharata.
- Examine the rise of Tomars, Chauhans and Battle of Tarain.
- Describes of the main Invasions of Mahmood Ghaznavi and Muhammad Ghori and its impacts on Haryana.
- Critically examine the expansion and administration of the Sultans of Delhi and Mughals in Haryana.
- Describe the expansion and administration of East India Company in Haryana.
- Describe the expansion of uprising of 1857 in Haryana and its impacts.
- Explain the Gandhian movements in Haryana.
- Discuss the formation of Haryana state.

Note: 1. The question paper will consist of ***nine*** questions. The candidate shall attempt five questions in all. The Question No. 1 will be ***compulsory***. The Candidate shall attempt ***four*** more questions selecting at least ***one*** from each unit. The paper will carry 100 marks out of which 20 marks will be earmarked for internal assessment. Each question will, therefore, carry 16 marks.

2. The **Compulsory Question No. 1** will be multiple choice type consisting ***eight*** questions of equal marks (i.e. 2 marks each) spread over the whole syllabus.

3. The Map Question will be carrying 16 marks (10 for map work and 6 for explanatory note). For visually disabled candidates, the part relating to the explanatory note will carry full marks.

Unit – I

Concept of Regional History and Sources of History of Haryana
Harappan and Sraswati Civilization and Haryana
Vedic Age: State, Polity and Mahabharata
Tomars, Chauhans and Battles of Tarain

Unit – II

Mahmood Ghazanvi and Muhammad Ghori: Conquests and Political Impacts
Resistance to the Establishment of the Turkish Rule
Delhi Sultanate: Political Expansion and Administration in Haryana
Mughal Rule and Haryana: Expansion and Administration

Unit – III

East India Company Rule: Expansion and Administration
Uprising of 1857 in Haryana: Nature, Expansion and Political Impacts
Gandhi and National Movement in Haryana
Formation of Haryana State

Unit – IV

Maps (Haryana):

Major Centers of Harappan Civilization
Historical Places Under the Mughals
Major Centers of the Uprising of 1857
Important Places of National Movement

Suggested Readings:

Ashraf, K. M. — *Life and Conditions of the People of Hindustan*, Delhi, 1965.

Basham, A. L., — *The Wonder that was India*, Rupa Publications, Bombay, 1971.

Burton, Stein, — *History of India*, OUP, New Delhi, 1998.

---------- — *Vijaynagar*, Cambridge University Press, Cambridge, 1989.

Habib Irfan, — *Technology in Medieval India, c. 650-1750*, Tulika, New Delhi, 2008.

Habibillah, A. B. M. — *The Foundation of Muslim Rule in India*, Central Book Depot, Allahabad, 1967.

Jackson, Pater — *The Delhi Sultanate*, Cambridge University Press, Cambridge, 2001.

Majumdar, R. C. — *History and Culture of the Indian People*, V Vols., Bhartiya Vidhya Bhavan Series, Bombay, 1970, 1979, 1980.

Majumdar, R. C., A. D. Pusalkar, and A. K. Majumdar — *The Delhi Sultanate*, Vol. 6, Bharti Vidhya Bhawan, Bombay, 1960.

Mittal. S. C. — *Haryana: A Historical Perspective*, Atlantic Publishers & Distributors, New Delhi, 1986.

Nigam, S. B. P. — *Nobility Under the Sultans of Delhi*, Munshiram Manoharlal, Delhi, 1971.

Phadke, H. A. — *Haryana: Ancient and Medieval*, Delhi, 1986.

Phogat, S. R. — *Inscriptions of Haryana*, Kurukshetra, 1978.

Qureshi, I. H. — *The Administration of the Sultans of Delhi*, Munshiram Manoharlal, New Delhi, 1968.

Raychaudhary, Tapan & Irfan Habib, — *The Cambridge Economic History of India*, Vol. I, Orient Longman, Hyderabad, 1984.

Rizvi, S. A. A. — *A History of Sufism in India*, Vol. I, Munshiram Manoharlal, Delhi, 1997.

Satish Chandra — *Medieval India From the Sultanate to the Mughals*, Delhi 1997.

---------- — *History of Medieval India*, Orient Blackman, Reprint Hyderabad, 2018

---------- — *Madhyakalin Bharat: Rajniti Samaj and Sanskirti*, Delhi, 2007.

Sharma, Krishna	*Bhakti and the Bhakti Movement: A New Perspective*, Munshiram Manoharlal, Delhi, 1987.
Sharma, R. S.	*Aspects of Political Ideas and Institution in Ancient India*, Motilal Banarsidas, New Delhi, 1991.
Sastri, K. A. N	*The Cholas*, 2 Vols. University of Madras, 1974.
Verma, Harish Chandra, ed.	*Madhyakalin Bharat*, Hindi Madhyam Karyanvay Nideshalaya, Delhi University, Delhi, 1993.
Singh Fauja, ed.,	*History of Punjab,* Punjabi University, Patiala, 1975.
Verma, D. C.	*Haryana*, Delhi, 1972.
Yadav, K. C.	*Haryana Itihas*, 3 Vols. Macmillan, New Delhi, 1981.
----------	*Haryana Itihas Evam Sanskriti*, Vol. I, Manohar, New Delhi, 2003.
----------	*Modern Haryana: History and Culture (1803-1966*), Manohar, New Delhi, 2001.

Subject Code : CC History-B
Paper No. : 201 (Option – II)

Social and Economic History of Haryana (From Harappan Age to 1966)

Marks: 80
Internal Assessment: 20
Time Allowed: 3 Hours
Credit : 06

Programme Specific Outcomes: To introduce the students to the transformation of Haryana from earliest times to 1966 in the context of society and economy. To understand developments of the post-formation of Haryana State and unique features of the social and economic history of the region.

Course Outcomes: After completing the course the students will be able to:

- Discuss the main features of the society and economy of Harappan and Saraswati Civilization in Haryana.
- Analysis Vedic Society, Economy and the composition of Vedic literature and Gita.
- Examine the social and economic trends under Feudalism in Haryana.
- Describes the social and economic impacts of Islamic invasions on Haryana.
- Critically examine the Social and economic transformation under Delhi Sultanate
- Describe the main features of Society, economy and architecture under the Mughals in Haryana.
- Throw light on the social and economic impacts of East India Company on Haryana.
- Write an essay on the development of Modern Education in Haryana.
- Explain socio-cultural movements in Haryana.
- Discuss the socio-cultural trends of Gandhian Movements in Haryana.

Note: 1. The question paper will consist of ***nine*** questions. The candidate shall attempt five questions in all. The Question No. 1 will be ***compulsory***. The Candidate shall attempt ***four*** more questions selecting at least ***one*** from each unit. The paper will carry 100 marks out of which 20 marks will be earmarked for internal assessment. Each question will, therefore, carry 16 marks.

2. The **Compulsory Question No. 1** will be multiple choice type consisting ***eight*** questions of equal marks (i.e. 2 marks each) spread over the whole syllabus.

3. The Map Question will be carrying 16 marks (10 for map work and 6 for explanatory note). For visually disabled candidates, the part relating to the explanatory note will carry full marks.

Unit – I

Harappan and Saraswati Civilization: Society and Economy
Vedic Age: Composition of Religious Literature and Gita
Vedic Age: Society and Economy
Feudal Age in Haryana: Social and Economic Trends

Unit – II

Islamic Invasions: Social and Economic Impacts on Haryana
Delhi Sultanate and Haryana: Social and Cultural Transformation
Economic Trends of Haryana from 1206 to 1526
Mughals in Haryana: Society, Economy and Architecture

Unit – III

Social and Economic Change in Haryana during British Rule
Growth of Modern Education in Haryana
Socio-Cultural Movement: Arya Samaj and Sanatana Dharma
Gandhian Movements in Haryana: Socio-Cultural Trends

Unit – IV

Maps (Haryana):
Important Sites of Harappan Civilization
Major Trade Centers during Mughal Period
Major Centers of Uprising of 1857
Major Centres of Arya Samaj and Sanatana Dharma

Suggested Readings:

Ashraf, K. M. — *Life and Conditions of the People of Hindustan*, Delhi, 1965.

Basham, A. L., — *The Wonder that was India*, Rupa Publications, Bombay, 1971.

Burton, Stein, — *History of India*, OUP, New Delhi, 1998.

---------- — *Vijaynagar*, Cambridge University Press, Cambridge, 1989.

Chandra Bipan, *History of Modern India*, Orient Blackman, Hyderabad, 2019, Reprint.

Chandra Satish *Medieval India From the Sultanate to the Mughals*, Delhi 1997.

---------- *History of Medieval India*, Orient Blackman, Reprint Hyderabad, 2018

---------- *Madhyakalin Bharat: Rajniti Samaj and Sanskirti*, Delhi, 2007.

Chaurasia, R. S. *History of Modern India*, Atlanic, New Delhi, 2002.

Habib, Irfan *The Agrarian System of Mughal India, 1526-1707*, OUP, New Delhi, 1999.

Majumdar, R. C. *History and Culture of the Indian People*, V Vols., Bhartiya Vidhya Bhavan Series, Bombay, 1970, 1979, 1980.

Mittal, S. C. Haryana: A Historical Perspective, Delhi, 1986.

Phadke, H. A. *Haryana: Ancient and Medieval*, Delhi, 1986.

Phogat, S. R. *Inscriptions of Haryana*, Kurukshetra, 1978.

Prakash, Buddha *Glimpses of Haryana*, Kurukshetra University Press, Kurukshetra, 1967.

Rizvi, S. A. A. *A History of Sufism in India*, Vol. I, Munshiram Manoharlal, Delhi, 1997.

Satish Chandra *Medieval India From the Sultanate to the Mughals*, Delhi 1997.

---------- *History of Medieval India*, Orient Blackman, Reprint Hyderabad, 2018

---------- *Madhyakalin Bharat: Rajniti Samaj and Sanskirti*, Delhi, 2007.

Sharma, Krishna *Bhakti and the Bhakti Movement: A New Perspective*, Munshiram Manoharlal, Delhi, 1987.

Rai Gulshan Formation of Haryana, Delhi, 1981.

Sharma, R. S., *India's Ancient Past*, OUP, New Delhi, 2007.

----------, *Looking for the Aryans*, Orient Longman Publishers, Delhi, 1995.

---------- *Aspects of Political Ideas and Institution in Ancient India*, Motilal Banarsidas, New Delhi, 1991.

Singh Fauja, ed., *History of Punjab*, Punjabi University, Patiala, Sastri, K. A. N *The Cholas*, 2 Vols. University of Madras, 1974.

Singh Fauja, ed., *History of Punjab*, Punjabi University, Patiala, 1975.

Verma, Harish Chandra, ed. *Madhyakalin Bharat*, Hindi Madhyam Karyanvay Nideshalaya, Delhi University, Delhi, 1993.

Verma, D. C. *Haryana*, Delhi, 1972.

Yadav, K. C. *Haryana Itihas*, 3 Vols. Macmillan, New Delhi, 1981.

---------- *Haryana Itihas Evam Sanskriti*, Vol. I, Manohar, New Delhi, 2003.

---------- *Modern Haryana: History and Culture (1803-1966)*, Manohar, New Delhi, 2001.

DEPARTMENT OF HISTORY
KURUKSHETRA UNIVRSITY KURUKSHETRA

B.A. (GENERAL), HISTORY (SEMESTER SYSTEM)

UNDER THE
CHOICE BASED CREDIT SYSTEM (CBCS)
W.E.F. 2021-22

Note: There shall be two Optional Papers in each Semester 1st, 2nd, 3rd, 4th, 5th and 6th. The Candidate shall take any one of the two Optional Papers in each Semester. The Candidate who may select Option- I in Semester-I will continue to select the Option-I in the Semester 2nd, 3rd, 4th, 5th and 6th. The Candidate who may select Option-II in the Semester-I will continue to select the Option- II in the Semester 2nd, 3rd, 4th, 5th and 6th.

B. A. (General) History – Part II, Semester – 3rd
Course – CC History - C

LIST OF PAPERS

Subject Code	Paper No.	Nomenclature	Internal Assessment	Theory Paper Marks	Total Marks	Time
CC History C	301 Option (I)	Political History of India (1206-1757)	20	80	100	3 Hrs.
CC History C	301 Option (II)	Social and Economic History of India (1206-1757)	20	80	100	3 Hrs.
SEC-3 History C	S1 Option (I)	Indian National Movement (1885-1919)	10	40	50	2 Hrs.
SEC-3 History C	S2 Option (II)	Indian National Movement (1920-1947)	10	40	50	2 Hrs.

Syllabus and Course Reading
Under the
Choice Based Credit System (CBCS)

Subject Code : CC History-C
Paper No. : 301 (Option – I)

Political History of India (1206-1757)

Marks: 80
Internal Assessment: 20
Time Allowed: 3 Hours
Credit : 06

Programme Specific Outcomes: To introduce the students to the major elements of political history of India from 1206 to 1757. It intends to present and overview of political changes in historical context. A few introductory lectures on the emergence of Delhi Sultanate, establishment of Mughal Empire in sub continent and resistance to the establishment of British Rule would be required to commence the paper.

Course Outcomes: After completing the course the students will be able to:

- Discuss the expansion of Delhi Sultanate under Qutubuddin Aibek, Iltutmish, Balban, Alauddin Khilji and Muhammad Tughlaq.
- Analysis the main features of Administration and Iqta System under Delhi Sultanate.
- Throw light on the administration of Bahmani and Vijaynagar.
- Describes the establishment of Mughal Empire under Babur and Humayun.
- Describe the administrative reforms of Shershah Suri.
- Describe the relation of Mughals with Rajputs.
- Throw light on the Deccan Policy of Aurangzeb, Administration of Mughals with special reference to Land Revenue System.
- Write an essay on the Mansabdari and Jagirdari systems.
- Describe the emergence of regional powers in Maharashtra, Bengal and Punjab.
- Discuss the circumstances of the battles of Carnatika and establishment of British Rule in Bengal.

Note: 1. The question paper will consist of ***nine*** questions. The candidate shall attempt five questions in all. The Question No. 1 will be ***compulsory***. The Candidate shall attempt ***four*** more questions selecting at least ***one*** from each unit. The paper will carry 100 marks out of which 20 marks will be earmarked for internal assessment. Each question will, therefore, carry 16 marks.

2. The **Compulsory Question No. 1** will be multiple choice type consisting ***eight*** questions of equal marks (i.e. 2 marks each) spread over the whole syllabus.

3. The Map Question will be carrying 16 marks (10 for map work and 6 for explanatory note). For visually disabled candidates, the part relating to the explanatory note will carry full marks.

Unit – I

Emergence of Delhi Sultanate: Qutubuddin Aibek, Iltutmish and Balban
Consolidation of Delhi Sultanate: Alauddin Khilji and Muhammad Tughlaq
State Under Delhi Sultanate: Administration and Iqta System
Bahmani and Vijaynagar: Administration

Unit – II

Establishment of Mughal Rule: Babur and Humayun
Shershah Suri and His Administration
Akbar: Relation with Rajputs
Aurangzeb: Deccan Policy
Mughal Administration and Revenue System

Unit – III

Mughal Institutions: Mansabdari and Jagirdari
Emergence of Regional Powers: Marathas, Bengal and Sikhs
Rivalry between French and English in India: Wars of Carnatika
Resistance to the Establishment of British Rule: Battle of Plessey

Unit – IV

Maps (India):
Expansion of Tughlaq Empire
Political Condition of India in 1526
Mughal Empire at the Death of Akbar (1605)
Mughal Empire at the Death of Aurangzeb (1707)

Suggested Readings:

Aziz, A.	*The Mansabdari System and the Mughal Army*, Idarah-i-Adabiyat, New Delhi, 1954.
Chandra Bipan,	*History of Modern India*, Orient Blackman, Hyderabad, 2019, Reprint.
Chandra Satish	*Medieval India From the Sultanate to the Mughals*, Delhi 1997.
----------	*History of Medieval India*, Orient Blackman, Reprint Hyderabad, 2018
----------	*Madhyakalin Bharat: Rajniti Samaj and Sanskirti*, Delhi, 2007.
Chaurasia, R. S.	*History of Modern India*, Atlanic, New Delhi, 2002.
Habib, Irfan	*The Agrarian System of Mughal India, 1526-1707*, OUP, New Delhi, 1999.
Habibillah, A. B. M.	*The Foundation of Muslim Rule in India*, Central Book Depot, Allahabad, 1967.

Grover, B. L. and Alka Mehta — Modern Indian History, S. Chand and Company, New Delhi, 2018.
Majumdar, R. C., J. N. Chaudhri, and S Chaudhari — *The Mughal Empire*, Vol. 7, Bharti Vidhya Bhawan, Bombay, 1960.
Moreland, W. H. — *The Agrarian System of Moslem India*, Central Books, Allahabad, 1920.
Prasad, Beni — *History of Jahangir*, OUP, London, 1922.
Prasad,Ishwari, — *The Life and Times of Humayun*, Orient Longman, Calcutta, 1955.
Raychaudhary, Tapan & Irfan Habib, *The Cambridge Economic History of India*, Vol. I, Orient Longman, Hyderabad, 1984.
Richards, J. F. — *The Mughal Empire*, Foundation Books, New Delhi, 1993.
Sarkar, J. N. — *History of Aurangzeb*, 5 Vols. J. Sarkar & Sons, Calcutta, 1912-14.
Sastri, K. A. Nilakanta — *A History of South India*, OUP, New Delhi, 1976.
Srivastava, A. L. — *Akbar the Great*, 2 Vols. Shil Lal Agarwal & Co., Agra, 1962, 1967.
Tripathi, R. P. — *Rise and Fall of the Mughal Empire*, Central Book Depot., Allahabad, 1956.
Quereshi, I. H. — *The Administration of the Mughal Empire*, OUP, Karachi, 1866.

Subject Code : CC History-C
Paper No. : 301 (Option –II)

Social and Economic History of India (1206-1757)

Marks: 80
Internal Assessment: 20
Time Allowed: 3 Hours
Credit : 06

Programme Specific Outcomes: To introduce the students to the major elements of Social and Economic history of India from 1206 to 1757. It intends to present and overview of Socio-Economic changes in historical context. A few introductory lectures on the emergence of Ruling Class, Religious Class, Society, development of education and architecture under Delhi Sultanate, Bhakti and Sufi Movements, Mughal Society, Peasants and Artisans, development of education and architecture under Mughals and economy in the first-half of the eighteenth century would be required to commence the paper.

Course Outcomes: After completing the course the students will be able to:

- Discuss the emergence of the Ruling Class, Religious Class and Society under Delhi Sultanate.
- Analysis the development of agriculture, industry, trade and commerce under Delhi Sultanate.
- Throw light on the growth of education and architecture under Delhi Sultanate.
- Describe the main teachings of Bhakti Movement and Sufi Movement.

- Describe the emergence of Ruling Class, Religious Class and condition of Peasants and Artisans under the Mughals.
- Throw light on the economy of the Mughals.
- Throw light on the Sufi Silsilas.
- Write an essay on the growth of education, literature and architecture under the Mughals.
- Write an essay on the economy in the first-half of the 18^{th} century.
- Discuss the position of peasantry under regional powers.

Note: 1. The question paper will consist of ***nine*** questions. The candidate shall attempt five questions in all. The Question No. 1 will be ***compulsory***. The Candidate shall attempt ***four*** more questions selecting at least ***one*** from each unit. The paper will carry 100 marks out of which 20 marks will be earmarked for internal assessment. Each question will, therefore, carry 16 marks.

2. The **Compulsory Question No. 1** will be multiple choice type consisting ***eight*** questions of equal marks (i.e. 2 marks each) spread over the whole syllabus.

3. The Map Question will be carrying 16 marks (10 for map work and 6 for explanatory note). For visually disabled candidates, the part relating to the explanatory note will carry full marks.

Unit – I

Delhi Sultanate: Ruling Class, Religious Class and Society
Economy Under Delhi Sultanate: Agriculture, Industry, Trade and Commerce
Education and Architecture during Delhi Sultanate
Bhakti Movement and Sufi Movement

Unit – II

Mughal Society: Ruling Class, Religious Class, Peasants and Artisans
Economy under the Mughals: Agriculture, Industry, Trade and Currency
Religious Trends and Sufi Silsilas

Unit – III

Education, Literature and Architecture under the Mughals
Economy in the First-Half of 18^{th} Century: Handicraft Industry, Trade and Commerce and Village Community
Peasantry under Regional Powers: Sikhs, Bengal and Marathas

Unit – IV

Maps (India)

Major Trading Centers under Delhi Sultanate
Major Centers of Bhakti and Sufi Movements
Centers of Mughal Monuments
Major Trading Centers of French and English

Suggested Readings:

Ashraf, K. M — *Life and Conditions of the People of Hindustan*, Munshiram Manoharlal, New Delhi, 1967.

Aziz, A. — *The Mansabdari System and the Mughal Army*, Idarah-i-Adabiyat, New Delhi, 1954.

Brown, Percy — *Indian Architecture Islamic Period*, CBS Publication, Delhi, nd.

Chand Tara, — *Influence of Islam on Indian Culture*, Read Books, Delhi, 2006, Originally Published in 1936.

Chandra Bipan, — *History of Modern India*, Orient Blackman, Hyderabad, 2019, Reprint.

Chandra Satish — *Medieval India From the Sultanate to the Mughals*, Delhi 1997.

---------- — *History of Medieval India*, Orient Blackman, Reprint Hyderabad, 2018

---------- — *Madhyakalin Bharat: Rajniti Samaj and Sanskirti*, Delhi, 2007.

Chaurasia, R. S. — *History of Modern India*, Atlanic, New Delhi, 2002.

Habib, Irfan — *The Agrarian System of Mughal India, 1526-1707*, OUP, New Delhi, 1999.

Habibillah, A. B. M. — *The Foundation of Muslim Rule in India*, Central Book Depot, Allahabad, 1967.

Grover, B. L. and Alka Mehta — *Modern Indian History*, S. Chand and Company, New Delhi, 2018.

Majumdar, R. C., J. N. Chaudhri, and S Chaudhari — *The Mughal Empire*, Vol. 7, Bharti Vidhya Bhawan, Bombay, 1960.

Mehra, Umashankar — *Madhyakaleen Bhartiya Sabhyata Evam Sanskriti*, Vinod Pustak Mandir, Agra, 1963.

Moreland, W. H. — *The Agrarian System of Moslem India*, Central Books, Allahabad, 1920.

Prasad, Beni — *History of Jahangir*, OUP, London, 1922.

Prasad, Ishwari, — *The Life and Times of Humayun*, Orient Longman, Calcutta, 1955.

Raychaudhary, Tapan & Irfan Habib, *The Cambridge Economic History of India*, Vol. I, Orient Longman, Hyderabad, 1984.

Richards, J. F. — *The Mughal Empire*, Foundation Books, New Delhi, 1993.

Sarkar, J. N. — *History of Aurangzeb*, 5 Vols. J. Sarkar & Sons, Calcutta, 1912-14.

Sastri, K. A. Nilakanta — *A History of South India*, OUP, New Delhi, 1976.

Srivastava, A. L. — *Akbar the Great*, 2 Vols. Shil Lal Agarwal & Co., Agra, 1962, 1967.

Tripathi, R. P. — *Rise and Fall of the Mughal Empire*, Central Book Depot., Allahabad, 1956.

Quereshi, I. H. — *The Administration of the Mughal Empire*, OUP, Karachi, 1866.

Watt, Sir George, — *Indian Art at Delhi*, Motilal Banarsidass, New Delhi, 1987.

Subject Code : SEC-3 History-C
Paper No. : S1 (Option-I)

Indian National Movement (1885-1919)

Marks: 40
Internal Assessment: 10
Time Allowed: 2 Hours
Credit : 02

Programme Specific Outcomes: To introduce the students to the major elements of Indian National Movement (1885-1919). It intends to present and overview of political changes in historical context. A few introductory lectures on the emergence and growth of National Consciousness, founding of Indian National Congress and its role in national movement, Swadeshi and Boycott movement, Home Rule Movement, formation of Muslim League, Rowlett Act and Jallianwala Massacre would be required to commence the paper.

Course Outcomes: After completing the course the students will be able to:

- Discuss the emergence and growth of national consciousness among the Indians.
- Analysis the circumstances of the formation of Indian National Congress.
- Throw light on the Ideology, Programmes of Moderates and Extremists.
- Describes the circumstances of the partition of Bengal and emergence of Swadeshi and Boycott Movement.
- Throw light on the Home Rule Movement.
- Describe growth of Revolutionary Movement during 1905 - 1919.
- Describe the circumstances of the formation of Muslim League and its role in communal politics during 1906 – 1919.
- Write an essay on Rowlett Satyagrah and Jallianwala massacre.
- Describe the main features of the Government of India Act of 1919.

Note: The question paper will consist of ***Eight*** questions. The candidate shall attempt ***Four*** questions in all selecting at least ***one*** from each unit. The paper will carry 50 marks out of which 10 marks will be earmarked for internal assessment. Each question will, therefore, carry 10 marks.

Unit – I

Origin and Growth of National Consciousness
Founding of Indian National Congress
Moderates: Ideology, Programmes and Politics

Unit – II

Partition of Bengal and Emergence of Extremists
Boycott and Swadeshi Movement
Home Rule Movement

Unit – III

Growth of Revolutionary Nationalism (1905-1919)
Formation of Muslim League
Lucknow Pact

Unit IV

The Rowlett Satyagrah
Jallianwala Massacre
The Montagu-Chelmsford Reforms: The Government of India Act, 1919

Suggested Readings:

Chand, Tara	History of Freedom Movement, New Delhi, 1965.
Chandra Bipan,	*History of Modern India*, Orient Blackman, Hyderabad, 2019, Reprint.
----------	Adhanuk Bharat Ka Itihas, Delhi, 2009.
Chaurasia, R. S.	*History of Modern India*, Atlanic, New Delhi, 2002.
Desai, A. R.	*Social Background of Indian Nationalism*, Popular Book Depot., Bombay, 1959.
Dutt, R. C.	*Economic History of India*, 2 Vols. London, 1901, 1903.
Fisher, Michael (ed.),	The Politics of the British Annexation of India, 1757-1857, New Delhi, 1999.
Gopal, S.	*British Policy in India, 1858-1905*, Cambridge University Press, Cambridge, 1965.
Grover, B. L. and Alka Mehta	*Modern Indian History*, S. Chand and Company, New Delhi, 2018.
Habibillah, A. B. M.	*The Foundation of Muslim Rule in India*, Central Book Depot, Allahabad, 1967
Marshall, P. J.	The Eighteenth Century in Indian History, New Delhi, 2003.
Muir, R.	The Making of British India, 1756-1857, New Delhi, 1985.
Naoroji, Dadabhai	*Poverty and Un-British Rule in India*, London, 1901.
Pandey, Gyanendra,	The Construction of Communalism in Colonial North India, New Delhi, 1990.
Parshad Gopal	*Indian National Movement* (in Hindi), Luxmi Publishing House, Rohtak, 2015.
Sarkar, Sumit,	Aadhunik Bharat, New Delhi, 2000.
Singh, Amarjit	Divided Punjab: Politics of the Muslim League and Partition, 1935-1947, New Delhi, 2001.
----------	Jinnah and Punjab: Shamsul Hasan Collection and Other Documents, (ed.), New Delhi, 2007.
----------	Gandhi and Muslims of India: Selections from the Collected Works of Mahatma Gandhi, (ed), New Delhi, 2015.
----------	Partition of India: Rethinking, (ed), New Delhi, 2017.
Spear, P.	*Oxford History of India*, New Delhi, 1974.
Stein, Burton	A History of India, Sussex, 2010.
Sukla, R. L,	Aadhunik Bharat Ka Itihas, New Delhi, Delhi, 2003.

Subject Code : SEC-3 History-C
Paper No. : S2 (Option-II)

Indian National Movement (1920-1947)

Marks: 40
Internal Assessment: 10
Time Allowed: 2 Hours
Credit : 02

Programme Specific Outcomes: To introduce the students to the major elements of Indian National Movement (1920-1947). It intends to present and overview of political changes in historical context. A few introductory lectures on the emergence of Mahatma Gandhi, Gandhian movements, Bhagat Singh and HSRA, Round Table Conferences, Poona Pact, Shubhash Chandra Bose and INA, Communal Politics and Partition of India would be required to commence the paper.

Course Outcomes: After completing the course the students will be able to:

- Discuss the emergence of Mahatma Gandhi in Indian politics.
- Analysis the circumstances and expansion of Non-Cooperation Movement.
- Throw light on the ideology, programmes of Moderates and Extremists.
- Describe the role of Bhagat Singh and HSRA in national movement.
- Throw light on Round Table Conferences and Poona Pact.
- Describe the causes and growth of Civil Disobedience Movement.
- Describe the circumstances and expansion of Government of India Act of 1935
- Write an essay on Subhash Chandra Bose and INA in National Movement.
- Critically examine the growth of communal politics and role of Muslim League in the Partition of India.

Note: The question paper will consist of ***Eight*** questions. The candidate shall attempt ***Four*** questions in all selecting at least ***one*** from each unit. The paper will carry 50 marks out of which 10 marks will be earmarked for internal assessment. Each question will, therefore, carry 10 marks.

Unit – I

Emergence of Mahatma Gandhi
Non-Cooperation Movement
Bhagat Singh and H.S.R.A

Unit – II

Round Table Conferences
Poona Pact
Civil Disobedience Movement

Unit – III

Government of India Act of 1935
Quit India Movement
Subhash Chandra Bose and INA

Unit – IV

Communal Politics
Cabinet Mission Plan
Partition and Independence

Suggested Readings:

Chand, Tara — *History of Freedom Movement*, New Delhi, 1965.

Chandra Bipan, — *History of Modern India*, Orient Blackman, Hyderabad, 2019, Reprint.

---------- — *Adhanuk Bharat Ka Itihas,* Delhi, 2009.

Chaurasia, R. S. — *History of Modern India*, Atlanic, New Delhi, 2002.

Desai, A. R. — *Social Background of Indian Nationalism*, Popular Book Depot., Bombay, 1959.

Dutt, R. C. — *Economic History of India*, 2 Vols. London, 1901, 1903.

Fisher, Michael (ed.), — *The Politics of the British Annexation of India, 1757-1857*, New Delhi, 1999.

Gopal, S. — *British Policy in India, 1858-1905*, Cambridge University Press, Cambridge, 1965.

Grover, B. L. and Alka Mehta — *Modern Indian History*, S. Chand and Company, New Delhi, 2018.

Habibillah, A. B. M. — *The Foundation of Muslim Rule in India*, Central Book Depot, Allahabad, 1967

Marshall, P. J. — *The Eighteenth Century in Indian History*, New Delhi, 2003.

Muir, R. — *The Making of British India, 1756-1857*, New Delhi, 1985.

Naoroji, Dadabhai — *Poverty and Un-British Rule in India*, London, 1901.

Pandey, Gyanendra, — *The Construction of Communalism in Colonial North India*, New Delhi, 1990.

Parshad, Gopal — *Indian National Movement* (in Hindi), Luxmi Publishing House, Rohtak, 2015.

Sarkar, Sumit, — *Aadhunik Bharat*, New Delhi, 2000.

Singh, Amarjit — *Divided Punjab: Politics of the Muslim League and Partition, 1935-1947*, New Delhi, 2001.

---------- — *Jinnah and Punjab: Shamsul Hasan Collection and Other Documents*, (ed.), New Delhi, 2007.

---------- — *Gandhi and Muslims of India: Selections from the Collected Works of Mahatma Gandhi*, (ed), New Delhi, 2015.

---------- — *Partition of India: Rethinking*, (ed), New Delhi, 2017.

Spear, P. — *Oxford History of India*, New Delhi, 1974.

Stein, Burton — A History of India, Sussex, 2010.

Sukla, R. L, — *Aadhunik Bharat Ka Itihas*, New Delhi, Delhi, 2003.

DEPARTMENT OF HISTORY
KURUKSHETRA UNIVRSITY KURUKSHETRA

B.A. (GENERAL), HISTORY (SEMESTER SYSTEM)
UNDER THE
CHOICE BASED CREDIT SYSTEM (CBCS) (W.E.F. 2021-22)

Note: There shall be two Optional Papers in each Semester 1st, 2nd, 3rd, 4th, 5th and 6th. The Candidate shall take any one of the two Optional Papers in each Semester. The Candidate who may select Option- I in Semester-I will continue to select the Option-I in the Semester 2nd, 3rd, 4th, 5th and 6th. The Candidate who may select Option-II in the Semester-I will continue to select the Option- II in the Semester 2nd, 3rd, 4th, 5th and 6th.

B. A. (General) History – Part II, **Semester – 4th**
Course – CC History - D

LIST OF PAPERS

Subject Code	Paper No.	Nomenclature	Internal Assessment	Theory Paper Marks	Total Marks	Time
CC History D	401 Option-I	Modern India (1757-1947)	20	80	100	3 Hrs.
CC History D	401 Option-II	Social and Economic Transformation During Colonial India (1757-1947)	20	80	100	3 Hrs.

Syllabus and Course Reading
Under the
Choice Based Credit System (CBCS)

Subject Code : CC History-D
Paper No. : 401 (Option – I)

Modern India (1757-1947)

Marks: 80
Internal Assessment: 20
Time Allowed: 3 Hours
Credit : 06

Programme Specific Outcomes: To introduce the students to the major elements of Modern India (1757-1947). It intends to present and overview of political changes in historical context. A few introductory lectures on the establishment of British Rule in India, resistance to the expansion of British Rule, Subsidiary Alliance and Doctrine of Lapse, Revolution of 1857, revolutionaries and national movement with special reference to Bhagat Singh, Gandhian Movements, communal politics and partition of India would be required to commence the paper.

Course Outcomes: After completing the course the students will be able to:

- Discuss the circumstances of the battle of Baxur and Aftermath.
- Describe resistance to the expansion of British Rule in Mysore, Maratha, and Nizam of Hyderabad.
- Throw light on the Subsidiary Alliance and Doctrine of Lapse.
- Describes the annexation of Punjab and Awadh in British Rule
- Throw light on the causes and expansion of the revolution of 1857.
- Describe the provisions of Government of India Act of 1858 and formation of Crown Rule in India.
- Critically analysis of the Indian Council Acts of 1909, 1919 and Indian Government Act of 1935.
- Describe the growth of Revolutionary Movement up to World War –I.
- Write an essay on Bhagat Singh in revolutionary movement.
- Describe the role of Mahatma Gandhi in national movement.
- Describe the growth of communal politics and partition of India.

Note: 1. The question paper will consist of ***nine*** questions. The candidate shall attempt five questions in all. The Question No. 1 will be ***compulsory***. The Candidate shall attempt ***four*** more questions selecting at least ***one*** from each unit. The paper will carry 100 marks out of which 20 marks will be earmarked for internal assessment. Each question will, therefore, carry 16 marks.

2. The **Compulsory Question No. 1** will be multiple choice type consisting ***eight*** questions of equal marks (i.e. 2 marks each) spread over the whole syllabus.

3. The Map Question will be carrying 16 marks (10 for map work and 6 for explanatory note). For visually disabled candidates, the part relating to the explanatory note will carry full marks.

Unit – I

Establishment of British Rule: Battle of Baxur and Aftermath
Resistance to the Expansion of British Rule: Mysore, Maratha and Nizam of Hyderabad
Subsidiary Alliance and Doctrine of Lapse
British Rule and Indian States: Punjab and Awadh

Unit – II

Revolution of 1857: Causes and Expansion
Government of India Act of 1858 and the Rule of Crown
British Rule and Princely States 1858-1905
Indian Council Acts 1909, 1919 and Indian Government Act of 1935

Unit - III

Revolutionaries and Indian National Movement up to World War-I
Revolutionary Movement with Special Reference to Bhagat Singh
Mahatma Gandhi and Indian Nationalism: Non-cooperation, Civil Disobedience and Quit India Movement
Subhash Chandra Bose and INA
Communal Politics, Partition and Independence

Unit – IV

Maps (India):

Expansion of British Empire in 1856
Centers of the Revolution of 1857
Centers of Revolutionary Movement
Centers of National Movement from 1920-1942

Suggested Readings:

Bandopadhyaya, Shekhae	*From Plassey to Partition: A History of Modern India*, New Delhi,2004.
Chand, Tara	*History of Freedom Movement*, New Delhi, 1965.
Chandra Bipan,	*History of Modern India*, Orient Blackman, Hyderabad, 2019, Reprint.
----------	*Adhanuk Bharat Ka Itihas*, Delhi, 2009.
Chaurasia, R. S.	*History of Modern India*, Atlanic, New Delhi, 2002.
Desai, A. R.	*Social Background of Indian Nationalism*, Popular Book Depot., Bombay, 1959.
Dutt, R. C.	*Economic History of India*, 2 Vols. London, 1901, 1903.
Fisher, Michael (ed.),	*The Politics of the British Annexation of India, 1757-1857*, New Delhi, 1999.
Gopal, S.	*British Policy in India, 1858-1905*, Cambridge University Press, Cambridge, 1965.
Grover, B. L. and Alka Mehta	*Modern Indian History*, S. Chand and Company, New Delhi, 2018.
Habibillah, A. B. M.	*The Foundation of Muslim Rule in India*, Central Book Depot, Allahabad, 1967
Marshall, P. J.	*The Eighteenth Century in Indian History*, New Delhi, 2003.
Muir, R.	*The Making of British India, 1756-1857*, New Delhi, 1985.
Naoroji, Dadabhai	*Poverty and Un-British Rule in India*, London, 1901.
Pandey, Gyanendra,	*The Construction of Communalism in Colonial North India*, New Delhi, 1990.
Sarkar, Sumit,	*Aadhunik Bharat*, New Delhi, 2000.
Singh, Amarjit	*Divided Punjab: Politics of the Muslim League and Partition, 1935-1947*, New Delhi, 2001.
----------	*Jinnah and Punjab: Shamsul Hasan Collection and Other Documents*, (ed.), New Delhi, 2007.

---------- *Gandhi and Muslims of India: Selections from the Collected Works of Mahatma Gandhi*, (ed), New Delhi, 2015.
---------- *Partition of India: Rethinking*, (ed), New Delhi, 2017.
Spear, P. *Oxford History of India*, New Delhi, 1974.
Stein, Burton *A History of India*, Sussex, 2010.
Sukla, R. L, *Aadhunik Bharat Ka Itihas*, New Delhi, Delhi, 2003.

Subject Code : CC History-D
Paper No. : 401 (Option – II)

Social and Economic Transformation During Colonial India (1757-1947)

Marks: 80
Internal Assessment: 20
Time Allowed: 3 Hours
Credit : 06

Programme specific Outcomes: To introduce the students to the major elements of Social and Economic Transformation during Colonial India (1757-1947). It intends to present and overview of political changes in historical context. A few introductory lectures on the land revenue system under British Rule, decline of handicraft industry and disintegration of village community, drain of wealth, social change, social reforms movement, rise of modern education, rise of middle class, depressed class movement etc. would be required to commence the paper.

Course Outcomes: After completing the course the students will be able to:

- Discuss the main features of land revenue system of the British.
- Describe the main causes of the decline of handicraft industry.
- Throw light on the disintegration of village community.
- Describes social reforms of Brahmo Samaj, Arya Samaj and Ram Krishan Mission.
- Throw light on the drain of wealth.
- Describe the rise and growth of modern industry in India with special reference to cotton, coal, iron and steel.
- Describe the development of modern education and its impacts.
- Describe the rise of middle class in India.
- Discuss the development of press and literature.
- Describe peasant's movement and labour class movement
- Discuss the role of Dr. B. R. Ambedkar in depressed class movement.
- Describe Position of women during Colonial Rule.

Note: 1. The question paper will consist of ***nine*** questions. The candidate shall attempt five questions in all. The Question No. 1 will be ***compulsory***. The Candidate shall attempt ***four*** more questions selecting at least ***one*** from each unit. The paper will carry 100 marks out of which 20 marks will be earmarked for internal assessment. Each question will, therefore, carry 16 marks.

2. The **Compulsory Question No. 1** will be multiple choice type consisting ***eight*** questions of equal marks (i.e. 2 marks each) spread over the whole syllabus.
3. The Map Question will be carrying 16 marks (10 for map work and 6 for explanatory note). For visually disabled candidates, the part relating to the explanatory note will carry full marks.

Unit – I

Land Revenue System under Colonial India: Permanent Settlement, Rayotwari Settlement and Mahalwari Settlement
Decline of Handicraft Industry and Disintegration of Village Community
Drain of Wealth

Unit – II

Social Reforms Movement: Brahmo Samaj, Arya Samaj and Ram Krishan Mission
Social Change: Evangelical and Utilitarian
Development of Railways and its Impact
Rise of Modern Industries: Cotton, Coal, Iron and Steel
Development of Modern Education and its Impacts

Unit – III

Rise of Middle Class
Press and Literature
Peasant's Movement and Labour Class Movement
Dr. B. R. Ambedkar and Depressed Class Movement
Changing Position of Women

Unit IV

Maps (India):

Areas Related to the different Land Revenue Settlements
Major Centers of Modern Industries
Important Centers of Social Reform Movements
Major Centers of Peasant Movements

Suggested Readings:

Bayly, C. A.	*Indian Society and the Making of British Empire*, Cambridge, 1987.
Bhambri C. P.	*The Janata Party: A Profile*, New Delhi, 1980.
Chandra Bipan, Mirdula Mukherjee, and Aditiya Mukheree	*Azadi Ke Baad Bharat*, New Delhi, 2009.
Desai, A. R.	*Peasant Struggle in India*, Delhi, 1979.
Dutt, R. P.	*India Today*, Bombay 1949.
Dutt, V. P.	*India and the World*, New Delhi, 1990.
----------	*India's Foreign Policy*, New Delhi, 1984.
Gandhi, Rajmohan	*Patel: A Life*, Ahemdabad, 1990.

Gopal, S.	*Jawaharlal Nehru – A Biography*, Vol. 2 and 3, London and Delhi, 1979, 1984.
Kaul, Jolly Mohan	*Problems of National Integration*, New Delhi, 1963
Kothari, Rajni,	*Politics in India*, New Delhi 1947.
Kumaramangalam, S. Mohan,	*India's Language Crisis*, Madras, 1965.
Masani, Jarir	*Indira Gandhi – A Biography*, London, 1975.
Menon, V. P.	*Integration of the Indian States*, Madras 1985.
Omvedit, G.	*Dalits and Democratic Revolution*, New Delhi, 1994.
Potter, David,	*India's Political Administrators, 1918-1983*, Oxford, 1968.
Prasad, Bimal	*Gandhi, Nehru and J. P.: Studies of Leadership*, Delhi, 1985.
Raj, K. N.	*Indian Economic Growth: Performance and Prospects*, New Delhi, 1965.
Roy, Trithankar	*The Economic History of India*, 1857-1947, Delhi, 2000.
Singh, Amrik, ed.	*Punjab in Indian Politics*, Delhi, 1985.
Singh, B. B.	*Economic History of India, 1857-1956*, Bombay, 1965
Singh, Amarjit	*Divided Punjab: Politics of the Muslim League and Partition, 1935-1947*, New Delhi, 2001.
----------	*Jinnah and Punjab: Shamsul Hasan Collection and Other Documents*, (ed.), New Delhi, 2007.
----------	*Gandhi and Muslims of India: Selections from the Collected Works of Mahatma Gandhi*, (ed), New Delhi, 2015.
----------	*Partition of India: Rethinking*, (ed), New Delhi, 2017.
Shiv Rao, R,	*The Framing of India's Constitution: A Study*, New Delhi, 1968.
Singh, Yogendra	*Social Change in India*, New Delhi, 1993.
Tharur,Shashi	*India From Midnight to the Millennium*, New Delhi,1997.

DEPARTMENT OF HISTORY
KURUKSHETRA UNIVRSITY KURUKSHETRA

B.A. (GENERAL), HISTORY (SEMESTER SYSTEM)
UNDER THE
CHOICE BASED CREDIT SYSTEM (CBCS) (W.E.F. 2022-23)

Note: There shall be two Optional Papers in each Semester 1st, 2nd, 3rd, 4th, 5th and 6th. The Candidate shall take any one of the two Optional Papers in each Semester. The Candidate who may select Option- I in Semester-I will continue to select the Option-I in the Semester 2nd, 3rd, 4th, 5th and 6th. The Candidate who may select Option-II in the Semester-I will continue to select the Option- II in the Semester 2nd, 3rd, 4th, 5th and 6th.

B. A. (General) History – Part III, Semester – 5th
Course – DSE History - A

LIST OF PAPERS

Subject Code	Paper No.	Nomenclature	Internal Assessment	Theory Paper Marks	Total Marks	Time
DSE History A	501 Option-I	World History (From Ancient to 17th Century)	20	80	100	3 Hrs.
		OR				
DSE History A	502 Option-I	Contemporary India: State and Politics (1947-1966)	20	80	100	3 Hrs.
DSE History A	501 Option-II	World History: Social and Economic Trends (From Ancient to 17th Century)	20	80	100	3 Hrs.
		OR				
DSE History A	502 Option-II	Social and Economic History of Contemporary India (1947 – 1966)	20	80	100	3 Hrs.

Syllabus and Course Reading
Under the
Choice Based Credit System (CBCS)

Subject Code : DSE History-A
Paper No. : 501 (Option – I)

World History (From Ancient to 17th Century)

Marks: 80
Internal Assessment: 20
Time Allowed: 3 Hours
Credit : 06

Programme Specific Outcomes: To introduce the students to the major elements of World History (From Ancient to 17th Century). It intends to present and overview of political, Social and Economic changes in historical context. A few introductory lectures on Ancient Civilizations Mesopotamia, Egypt, Greek and Rome, Feudalism in Europe, Medieval State and Church, Hazrat Mohammad and Politics of Islam, Islamic State, Ottoman Empire, Early Colonial Activities, Glorious Revolution etc. would be required to commence the paper.

Course Outcomes: After completing the course the students will be able to:

- Discuss the main features of Mesopotamia Civilization.
- Describe social, economic and cultural life of the people of Egypt Civilization.
- Explain the main features of Greek Civilization.
- Describe the political, social, economic and religious life of the people of Roman Civilization.
- Throw light on Feudalism in Europe.
- Critically examine the relation between State and Church.
- Describe early life and teachings of Hazrat Mohammad.
- Describe the evolution of Islam under Umayyads and Abbasids.
- Discuss the origin and expansion of Ottoman Empire.
- Describe the early colonial activities of Spain, Portugal and French.
- Write an essay on the main causes and results of Glorious Revolution.

Note: 1. The question paper will consist of ***nine*** questions. The candidate shall attempt five questions in all. The Question No. 1 will be ***compulsory***. The Candidate shall attempt ***four*** more questions selecting at least ***one*** from each unit. The paper will carry 100 marks out of which 20 marks will be earmarked for internal assessment. Each question will, therefore, carry 16 marks.

2. The **Compulsory Question No. 1** will be multiple choice type consisting ***eight*** questions of equal marks (i.e. 2 marks each) spread over the whole syllabus.

3. The Map Question will be carrying 16 marks (10 for map work and 6 for explanatory note). For visually disabled candidates, the part relating to the explanatory note will carry full marks.

Unit – I

Mesopotamia Civilization
Egypt Civilization
Ancient Greek

Ancient Rome

Unit – II

Feudalism in Europe
Medieval State and Church
Hazrat Mohammad and Politics of Islam
Islamic State: The Umayyads and Abbasids

Unit – III

Ottoman Empire: Origin, Expansion and Consolidation
Decline of Feudalism: Causes
Early Colonial Activities: Spain, Portugal and French
Glorious Revolution: Origin and Results

Unit – IV

Maps (World and Europe)

Extent and Important Places of Egypt Civilization
Extent and Important Places of Roman Civilization
Extent of Arab Empire up to 1258
Extent and Important Places of Ottoman Empire up to 17th Century

Suggested Readings:

Adams, R. M. *The Evolution of Urban Society*, London, 1966.
Alfody, G. *The Social History of Rome*, London 1988.
Andrewes, A. *The Greek Society*, London 1971.
Finley, M. I. *Ancient Slavery and Modern Ideology*, London, 1980.
Garnsey, P.D.A and Whittaker, C. R. *Imperialism in Ancient World*, Cambridge, 1978.
Garnsey, P.D.A and Saller, R *The Roman Empire: Economy, Society and Culture*, London, 1987.
Hansen, M. H. *The Athenian Democracy*, Oxford, 1991
Hasebroeck, J. *Trade and Politics in Ancient Greece*, New York, 1965.
Hitti, P. K *History of the Arabs*,
Hodgson, M.G.S. *The Venture of Islam*
Jones, A.H.M. *The Roman Economy*, Oxford, 1974.
Lee, R. B. and I de Vore *Man The Hunter*, Chicago, 1968.
Parshad, Gopal *Pracheen Evam Madhyakaleen Vishva*, Luxmin Publishing House, Rohtak, 2015.
Panday, Vonod Chandra and Singh, K. *Vishva Ki Pracheen Sabhyatayen*, Lucknow, nd.
Panday, V. K. *Pracheen Vishva Ki Sabhyatayan*, Allahabad, 2011.
Postage, J. N, *Early Mesopotamia*, New York, 1992.
Reed, C. *Origins of Agriculture*, The Hague, 1977.
Sahlins, M. *Stone Age Economics*, London, 1974.
Sahu, Kishori Prasad *Islam: Udhbhav aur Vikas*, Patna, 2008, reprint.
Simith, B. D. *The Emergence of Agriculture*, New York, 1995.
Sunil Madhav, *Vishva Ki Pracheen Sabhyatao ka Itihas*, Patna, 2000, Reprint.

Thomas, P. K. *Understanding the Neolithic*, New York, 1999.

Subject Code : DSE History-A
Paper No. : 502 (Option – I)

Contemporary India: State and Politics (1947-1966)

Marks: 80
Internal Assessment: 20
Time Allowed: 3 Hours
Credit : 06

Programme Specific Outcomes: To introduce the students to the major elements of Contemporary India: State and Politics. It intends to present and overview of State and Politics in historical context. A few introductory lectures on Partition of India and rehabilitation, Making of Indian Constitution, problem of Kashmir, Foreign Policy, Indo-Pak relation, India's relation with USA and USSR, reorganization of states, nature of political parties, electoral politics etc. would be required to commence the paper.

Course Outcomes: After completing the course the students will be able to:

- Discuss the circumstances of Partition and Rehabilitation.
- Describe main features of Indian Constitution.
- Explain problem of Kashmir.
- Describe the integration of Princely States.
- Throw light on foreign policy of India up to 1966.
- Describe the role of India in Non-Alignment Movement.
- Critically examine Indo-Pak Relation.
- Discuss Sino-India Relation.
- Describe foreign policy of India with special reference to India's relation with USA and USSR.
- Throw light on reorganization of States since 1950.
- Describe the nature of Centre-State relations.
- Write an essay on nature of political parties and electoral politics.

Note: 1. The question paper will consist of ***nine*** questions. The candidate shall attempt five questions in all. The Question No. 1 will be ***compulsory***. The Candidate shall attempt ***four*** more questions selecting at least ***one*** from each unit. The paper will carry 100 marks out of which 20 marks will be earmarked for internal assessment. Each question will, therefore, carry 16 marks.

2. The **Compulsory Question No. 1** will be multiple choice type consisting ***eight*** questions of equal marks (i.e. 2 marks each) spread over the whole syllabus.

3. The Map Question will be carrying 16 marks (10 for map work and 6 for explanatory note). For visually disabled candidates, the part relating to the explanatory note will carry full marks.

Unit – I

Partition and Rehabilitation
Making of Indian Constitution and its Characteristics

Problem of Kashmir
Integration of Princely States

Unit II

Foreign Policy up to 1966:
India and Non- Alignment Movement
Indo-Pak Relation
Sino-India Relation
India's Relation With USA and USSR

Unit III

Reorganization of States Since 1950
Nature of Centre – State Relation
Nature of Political Parties
Electoral Politics at National Level

Unit IV

Maps (India)
Partition and Rehabilitation Camps
Integration of Princely States
Countries of Non-Alignment Movement
Reorganization of States Since 1950

Suggested Readings:

Bayly, C. A. — *Indian Society and the Making of British Empire*, Cambridge, 1987.

Bhambri C. P. — *The Janata Party: A Profile*, New Delhi, 1980.

Chandra Bipan, Mirdula Mukherjee, and Aditiya Mukheree — *Azadi Ke Baad Bharat*, New Delhi, 2009.

Desai, A. R. — *Peasant Struggle in India*, Delhi, 1979.

Dutt, R. P. — *India Today*, Bombay 1949.

Dutt, V. P. — *India and the World*, New Delhi, 1990.

---------- — *India's Foreign Policy*, New Delhi, 1984.

Gandhi, Rajmohan — *Patel: A Life*, Ahemdabad, 1990.

Gopal, S. — *Jawaharlal Nehru – A Biography*, Vol. 2 and 3, London and Delhi, 1979, 1984.

Guha Ram Chandra — *Bharat: Gandhi Ke Baad*, Penguin, New Delhi, 2006.

Kaul, Jolly Mohan — *Problems of National Integration*, New Delhi, 1963

Kothari, Rajni, — *Politics in India*, New Delhi 1947.

Kumaramangalam, S. Mohan, — *India's Language Crisis*, Madras, 1965.

Masani, Jarir — *Indira Gandhi – A Biography*, London, 1975.

Menon, V. P. — *Integration of the Indian States*, Madras 1985.

Omvedit, G. — *Dalits and Democratic Revolution*, New Delhi, 1994.

Potter, David, — *India's Political Administrators, 1918-1983*, Oxford, 1968.

Prasad, Bimal — *Gandhi, Nehru and J. P.: Studies of Leadership*, Delhi, 1985.

Parshad, Gopal — *Value-Based Politics of BJP*, Sanjay Prakashan, New Delhi, 2020.

Raj, K. N. — *Indian Economic Growth: Performance and Prospects*, New Delhi, 1965.

Roy, Trithankar	*The Economic History of India*, 1857-1947, Delhi, 2000.
Singh, Amrik, ed.	*Punjab in Indian Politics*, Delhi, 1985.
Singh, B. B.	*Economic History of India, 1857-1956*, Bombay, 1965
Singh, Amarjit	*Divided Punjab: Politics of the Muslim League and Partition, 1935-1947*, New Delhi, 2001.
----------	*Jinnah and Punjab: Shamsul Hasan Collection and Other Documents*, (ed.), New Delhi, 2007.
----------	*Gandhi and Muslims of India: Selections from the Collected Works of Mahatma Gandhi*, (ed), New Delhi, 2015.
----------	*Partition of India: Rethinking*, (ed), New Delhi, 2017.
Shiv Rao, R,	*The Framing of India's Constitution: A Study*, New Delhi, 1968.
Singh, Yogendra	*Social Change in India*, New Delhi, 1993.
Tharur,Shashi	*India From Midnight to the Millennium*, New Delhi, 1997.

Subject Code : DSE History-A
Paper No. : 501 (Option – II)

World History: Social and Economic Trends (From Ancient to 17th Century)

Marks: 80
Internal Assessment: 20
Time Allowed: 3 Hours
Credit : 06

Programme Specific Outcomes: To introduce the students to the major elements of World History: Social and Economic Trends (From Ancient to 17th Century). It intends to present and overview of Social, Economic and religious changes in historical context. A few introductory lectures on Ancient Civilizations of Mesopotamia, Egypt, Greek and Rome, Feudalism in Europe, growth of trade and Commerce, Arabia before Islam, Hazrat Mohammad and Islam, Islamic Society, Economy and Literature, Transition from Feudalism to Capitalism, Renaissance and Reformation, Mercantile Revolution etc. would be required to commence the paper.

Course Outcomes: After completing the course the students will be able to:

- Discuss the main features of Mesopotamia Civilization.
- Describe social, economic and cultural life of the people of Egypt Civilization.
- Explain the main features of Greek Civilization.
- Describe the political, social, economic and religious life of the people of Roman Civilization.
- Throw light on Feudalism in Europe with special reference to Manorial System.
- Describe the development of trade and commerce with special reference to the growth of towns.
- Describe early life and teachings of Hazrat Mohammad.

- Describe the evolution of Islam Society and Economy.
- Throw light on the transition of Feudalism to Capitalism.
- Describe the main causes and impacts of Renaissance and Reformation.
- Write an essay on Mercantile Revolution.

Note: 1. The question paper will consist of ***nine*** questions. The candidate shall attempt five questions in all. The Question No. 1 will be ***compulsory***. The Candidate shall attempt ***four*** more questions selecting at least ***one*** from each unit. The paper will carry 100 marks out of which 20 marks will be earmarked for internal assessment. Each question will, therefore, carry 16 marks.

2. The **Compulsory Question No. 1** will be multiple choice type consisting ***eight*** questions of equal marks (i.e. 2 marks each) spread over the whole syllabus.

3. The Map Question will be carrying 16 marks (10 for map work and 6 for explanatory note). For visually disabled candidates, the part relating to the explanatory note will carry full marks.

Unit – I

Mesopotamia Civilization: Economy, Society and Religion
Egypt Civilization: Society, Religion, Art, Science and Technology
Ancient Greek: Society, Economy and Decline
Ancient Rome: Society, Economy and Religion

Unit – II

Feudal Europe: Manorial System, Position of Peasants and Position of Artisans
Trade, Commerce and Growth of Towns
Arabia Before Islam: Society and Economy
Hazrat Muhammad and the Rise of Islam
Islamic World: Society, Economy, Literature, Art and Architecture

Unit – III

Transition from Feudalism to Capitalism in Europe
Renaissance: Origin, Nature and Impacts
Reformation: Origin, Nature and Impacts
Mercantile Revolution: Origin and Impacts

Unit – IV

Maps (World and Europe)

Extent and Important Places of Egypt Civilization
Major Urban Centers in Medieval World
Important Centers of Renaissance
Important Mercantile Centers

Suggested Readings:

Adams, R. M. *The Evolution of Urban Society*, London, 1966.
Alfody, G. *The Social History of Rome*, London 1988.
Andrewes, A. *The Greek Society*, London 1971.
Finley, M. I. *Ancient Slavery and Modern Ideology*, London, 1980.
Garnsey, P.D.A and Whittaker, C. R. *Imperialism in Ancient World*, Cambridge, 1978.
Garnsey, P.D.A and Saller, R *The Roman Empire: Economy, Society and Culture*, London, 1987.
Hansen, M. H. *The Athenian Democracy*, Oxford, 1991
Hasebroeck, J. *Trade and Politics in Ancient Greece*, New York, 1965.
Hitti, P. K *History of the Arabs*,
Hodgson, M.G.S. *The Venture of Islam*
Jones, A.H.M. *The Roman Economy*, Oxford, 1974.
Lee, R. B. and I de Vore *Man The Hunter*, Chicago, 1968.
Parshad, Gopal *Pracheen Evam Madhyakaleen Vishva*, Luxmi Publishing House, Rohtak, 2015.
Panday, Vonod Chandra and Singh, K. *Vishva Ki Pracheen Sabhyatayen*, Lucknow, nd.
Panday, V. K. *Pracheen Vishva Ki Sabhyatayan*, Allahabad, 2011.
Postage, J. N, *Early Mesopotamia*, New York, 1992.
Reed, C. *Origins of Agriculture*, The Hague, 1977.
Sahlins, M. *Stone Age Economics*, London, 1974.
Sahu, Kishori Prasad *Islam: Udhbhav aur Vikas*, Patna, 2008, reprint.
Simith, B. D. *The Emergence of Agriculture*, New York, 1995.
Sunil Madhav, *Vishva Ki Pracheen Sabhyatao ka Itihas*, Patna, 2000, Reprint.
Thomas, P. K. *Understanding the Neolithic*, New York, 1999.

Subject Code : DSE History-A
Paper No. : 502 (Option – II)

Social and Economic History of Contemporary India (1947-1966)

Marks: 80
Internal Assessment: 20
Time Allowed: 3 Hours
Credit : 06

Programme Specific Outcomes: To introduce the students to the major elements of Social and Economic History of Contemporary India (1947-1966). It intends to present and overview of Social and Economic change in historical context. A few introductory lectures on Social and Economic consequences of Partition of India, social and economic bases of reorganization of Indian states, making of economic policy, five year plans, land reforms, social legislations, position of women etc. would be required to commence the paper.

Course Outcomes: After completing the course the students will be able to:

- Discuss the social and economic consequences of Partition.
- Describe social and economic basis of reorganization of states.
- Explain social and economic basis of Kashmir Problem.

- Describe making of economic policies.
- Throw light on the five year plans with special reference to industrial and agrarian development.
- Write an essay on Social Legislations.
- Critically examine social and economic change in contemporary India.
- Throw light on the position of women.
- Describe the development of education.

Note: 1. The question paper will consist of ***nine*** questions. The candidate shall attempt five questions in all. The Question No. 1 will be ***compulsory***. The Candidate shall attempt ***four*** more questions selecting at least ***one*** from each unit. The paper will carry 100 marks out of which 20 marks will be earmarked for internal assessment. Each question will, therefore, carry 16 marks.

2. The **Compulsory Question No. 1** will be multiple choice type consisting ***eight*** questions of equal marks (i.e. 2 marks each) spread over the whole syllabus.

3. The Map Question will be carrying 16 marks (10 for map work and 6 for explanatory note). For visually disabled candidates, the part relating to the explanatory note will carry full marks.

Unit – I

Partition of India: Social and economic Consequences
Reorganization of States: Social and Economic Basis
Social and Economic Basis of Kashmir Problem

Unit – II

Making of Economic Policy
Five Year Plans and Industrial Development
Five Year Plans and Agrarian Development
Land Reforms and Abolition of Zamindari System

Unit – III

Social Legislations: Hindu Code Bill and its Correlate Acts
Social and Economic Changes
Position of Women
Development of Education

Unit – IV

Maps (India)
Partition and Rehabilitation Camps
Major Industrial Centers of Industrial Development Under Five Year Plans
Areas of Land Reforms
Centers of Higher Education

Suggested Readings:

Bayly, C. A. — *Indian Society and the Making of British Empire*, Cambridge, 1987.

Bhambri C. P. — *The Janata Party: A Profile*, New Delhi, 1980.

Chandra Bipan, Mirdula Mukherjee, and Aditiya Mukheree — *Azadi Ke Baad Bharat*, New Delhi, 2009.

Desai, A. R. — *Peasant Struggle in India*, Delhi, 1979.

Dutt, R. P.	*India Today*, Bombay 1949.
Dutt, V. P.	*India and the World*, New Delhi, 1990.
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Gandhi, Rajmohan	*Patel: A Life*, Ahemdabad, 1990.
Gopal, S.	*Jawaharlal Nehru – A Biography*, Vol. 2 and 3, London and Delhi, 1979, 1984.
Guha Ram Chandra	*Bharat: Gandhi Ke Baad*, Penguin, New Delhi, 2006.
Kaul, Jolly Mohan	*Problems of National Integration*, New Delhi, 1963
Kothari, Rajni,	*Politics in India*, New Delhi 1947.
Kumaramangalam, S. Mohan,	*India's Language Crisis*, Madras, 1965.
Masani, Jarir	*Indira Gandhi – A Biography*, London, 1975.
Menon, V. P.	*Integration of the Indian States*, Madras 1985.
Omvedit, G.	*Dalits and Democratic Revolution*, New Delhi, 1994.
Potter, David,	*India's Political Administrators, 1918-1983*, Oxford, 1968.
Prasad, Bimal	*Gandhi, Nehru and J. P.: Studies of Leadership*, Delhi, 1985.
Raj, K. N.	*Indian Economic Growth: Performance and Prospects*, New Delhi, 1965.
Roy, Trithankar	*The Economic History of India*, 1857-1947, Delhi, 2000.
Singh, Amrik, ed.	*Punjab in Indian Politics*, Delhi, 1985.
Singh, B. B.	*Economic History of India, 1857-1956*, Bombay, 1965
Singh, Amarjit	*Divided Punjab: Politics of the Muslim League and Partition, 1935-1947*, New Delhi, 2001.
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Singh, Yogendra	*Social Change in India*, New Delhi, 1993.
Tharur,Shashi	*India From Midnight to the Millennium*, New Delhi,1997.

DEPARTMENT OF HISTORY
KURUKSHETRA UNIVRSITY KURUKSHETRA
B.A. (GENERAL), HISTORY (SEMESTER SYSTEM)
UNDER THE
CHOICE BASED CREDIT SYSTEM (CBCS) (W.E.F. 2022-23)

Note: There shall be two Optional Papers in each Semester 1st, 2nd, 3rd, 4th, 5th and 6th. The Candidate shall take any one of the two Optional Papers in each Semester. The Candidate who may select Option- I in Semester-I will continue to select the Option-I in the Semester 2nd, 3rd, 4th, 5th and 6th. The Candidate who may select Option-II in the Semester-I will continue to select the Option- II in the Semester 2nd, 3rd, 4th, 5th and 6th.

B. A. (General) Part III, History, Semester – 6th
Course – DSE History - B

LIST OF PAPERS

Subject Code	Paper No.	Nomenclature	Internal Assessment	Theory Paper Marks	Total Marks	Time
DSE History B	601 Option-I	Modern World	20	80	100	3 Hrs.
		OR				
DSE History B	602 Option-I	Social and Economic History of Contemporary India (1947 – 1966)	20	80	100	3 Hrs.
DSE History B	601 Option-II	Modern Europe (1789-1919)	20	80	100	3 Hrs.
		OR				
DSE History B	602 Option-II	Contemporary India: State and Politics	20	80	100	3 Hrs.

Syllabus and Course Reading
Under the
Choice Based Credit System (CBCS)

Subject Code : DSE History-B
Paper No. : 601 (Option – I)

Modern World

Marks: 80
Internal Assessment: 20
Time Allowed: 3 Hours
Credit : 06

Programme Specific Outcomes: To introduce the students to the major elements of Modern World. It intends to present and overview of Political change in historical context. A few introductory lectures on Scientific Revolution, Agrarian Revolution, American Revolution, Industrial Revolution, French Revolution, Parliamentary Reforms, Imperialism, Formation of Triple alliance and Triple Entente, First World War, Bolshevik Revolution Nazism and Fascism, Second World War etc. would be required to commence the paper.

Course Outcomes: After completing the course the students will be able to:

- Throw light on Scientific Revolution.
- Describe the causes, development and impacts of Agrarian Revolution.
- Explain the main causes and development of American war of independence.
- Describe the main causes, development and impacts of Industrial Revolution.
- Throw light on causes and consequences of French Revolution.
- Write an essay on Parliamentary Reforms in England.
- Critically examine imperialism in Africa.
- Throw light on the formation of Triple Alliance and Triple Entente.
- Describe the main causes and consequences of World War-I.
- Describe the main causes and consequences of Bolshevik Revolution in Russia.
- Write an essay on Nazism and Fascism.
- Describe the main causes and consequences of World War-II.

Note: 1. The question paper will consist of ***nine*** questions. The candidate shall attempt five questions in all. The Question No. 1 will be ***compulsory***. The Candidate shall attempt ***four*** more questions selecting at least ***one*** from each unit. The paper will carry 100 marks out of which 20 marks will be earmarked for internal assessment. Each question will, therefore, carry 16 marks.

2. The **Compulsory Question No. 1** will be multiple choice type consisting ***eight*** questions of equal marks (i.e. 2 marks each) spread over the whole syllabus.

3. The Map Question will be carrying 16 marks (10 for map work and 6 for explanatory note). For visually disabled candidates, the part relating to the explanatory note will carry full marks.

Unit – I

Scientific Revolution
Agrarian Revolution
American War of Independence
Industrial Revolution
French Revolution: Causes and Consequences

Unit – II

Parliamentary Reforms in England
European Imperialism in Africa and its Partition
Formation of Triple Alliance and Triple Entente
First Word War: Causes and Consequences

Unit – III

Treaty of Versailles and its Consequences
Bolshevik Revolution in Russia: Causes and Consequences
Nazism and Fascism: Nature and Consequences
World War – II: Causes and Consequences

Unit – IV

Maps (World and Europe)

Major Centers of Industrial Revolution
Political Condition of Europe on the Eve of French Revolution in 1789
Partition of Africa
Polarization of European Powers in Second World War

Suggested Readings:

Barraclough, G	*An Introduction to Contemporary History*, London, 1964.
Beasley, W. E	*Japanese Imperialism, 1894-1945*, Oxford, 1987.
Benns, F. L.	*European History Since 1870*, New York, 1955.
Brower, Daniel R	*The World in the Twentieth Centry: From Empires to Nations*, Delhi, 2002. Reprint.
Carr, E. H.	*International Relations Between Two World Wars (1919-1939*), London, 1965.
Dattar, Kiran	*America Ka Itihas*, New Delhi, 2012.
Despande Anirudh or Anay	*Beesvi Shatabadi Me Itihas Ke Mudde*, New Delhi, 2013.
Gupta Parthsarthi	*Europe Ka Itihas*, New Delhi, 2012
Hayes, C. J. H	*Contemporary Europe Since 1870*, New York, 1965.
Langsam, W. C and O. C. Mitchell,	*The World Since 1919*, Reprint, New Delhi, 1997.
Mahajan Sreh	*Bisvi Shatabdi Ka Visv Itihas*: Ek Jhalak, New Delhi, 2015.
Phukan, Meenakshi,	Rise of the Modern West: Social and Economic History of Early Modern Europe, New Delhi, 1998.
Robert, J. M	*Europe 1880-1945*, Delhi, 1989.
Taylor, A. J. P.	*The First World War: An Illustrated History*, New Delhi, 2002.

Verma Lal Bahadur *Adhunik Itihas Ki Jhalak*, Delhi, 2013.

Subject Code : DSE History-B
Paper No. : 602 (Option – I)

Social and Economic History of Contemporary India (1947-1966)

Marks: 80
Internal Assessment: 20
Time Allowed: 3 Hours
Credit : 06

Programme Specific Outcomes: To introduce the students to the major elements of Social and Economic History of Contemporary India (1947-1966). It intends to present and overview of Social and Economic change in historical context. A few introductory lectures on Social and Economic consequences of Partition of India, social and economic bases of reorganization of Indian states, making of economic policy, five year plans, land reforms, social legislations, position of women etc. would be required to commence the paper.

Course Outcomes: After completing the course the students will be able to:

- Discuss the social and economic consequences of Partition.
- Describe social and economic basis of reorganization of states.
- Explain social and economic basis of Kashmir Problem.
- Describe making of economic policies.
- Throw light on the five year plans with special reference to industrial and agrarian development.
- Write an essay on Social Legislations.
- Critically examine social and economic change in contemporary India.
- Throw light on the position of women.
- Describe the development of education.

Note: 1. The question paper will consist of ***nine*** questions. The candidate shall attempt five questions in all. The Question No. 1 will be ***compulsory***. The Candidate shall attempt ***four*** more questions selecting at least ***one*** from each unit. The paper will carry 100 marks out of which 20 marks will be earmarked for internal assessment. Each question will, therefore, carry 16 marks.

2. The **Compulsory Question No. 1** will be multiple choice type consisting ***eight*** questions of equal marks (i.e. 2 marks each) spread over the whole syllabus.

3. The Map Question will be carrying 16 marks (10 for map work and 6 for explanatory note). For visually disabled candidates, the part relating to the explanatory note will carry full marks.

Unit – I

Partition of India: Social and economic Consequences
Reorganization of States: Social and Economic Basis
Social and Economic Basis of Kashmir Problem

Unit – II

Making of Economic Policy
Five Years Plans and Industrial Development

Five Year Plans and Agrarian Development
Land Reforms and Abolition of Zamindari System

Unit – III

Social Legislations: Hindu Code Bill and its Correlate Acts
Social and Economic Changes
Position of Women
Development of Education

Unit – IV

Maps (India)
Partition and Rehabilitation Camps
Major Industrial Centers of Industrial Development Under Five Year Plans
Areas of Land Reforms
Centers of Higher Education

Suggested Readings:

Bayly, C. A. — *Indian Society and the Making of British Empire*, Cambridge, 1987.

Bhambri C. P. — *The Janata Party: A Profile*, New Delhi, 1980.

Chandra Bipan, Mirdula Mukherjee, and Aditiya Mukheree — *Azadi Ke Baad Bharat*, New Delhi, 2009.

Desai, A. R. — *Peasant Struggle in India*, Delhi, 1979.

Dutt, R. P. — *India Today*, Bombay 1949.

Dutt, V. P. — *India and the World*, New Delhi, 1990.

--- — *India's Foreign Policy*, New Delhi, 1984.

Gandhi, Rajmohan — *Patel: A Life*, Ahemdabad, 1990.

Gopal, S. — *Jawaharlal Nehru – A Biography*, Vol. 2 and 3, London and Delhi, 1979, 1984.

Kaul, Jolly Mohan — *Problems of National Integration*, New Delhi, 1963

Kothari, Rajni, — *Politics in India*, New Delhi 1947.

Kumaramangalam, S. Mohan, — *India's Language Crisis*, Madras, 1965.

Masani, Jarir — *Indira Gandhi – A Biography*, London, 1975.

Menon, V. P. — *Integration of the Indian States*, Madras 1985.

Omvedit, G. — *Dalits and Democratic Revolution*, New Delhi, 1994.

Potter, David, — *India's Political Administrators, 1918-1983*, Oxford, 1968.

Prasad, Bimal — *Gandhi, Nehru and J. P.: Studies of Leadership*, Delhi, 1985.

Raj, K. N. — *Indian Economic Growth: Performance and Prospects*, New Delhi, 1965.

Roy, Trithankar — *The Economic History of India*, 1857-1947, Delhi, 2000.

Singh, Amrik, ed. — *Punjab in Indian Politics*, Delhi, 1985.

Singh, B. B. — *Economic History of India, 1857-1956*, Bombay, 1965

Singh, Amarjit — *Divided Punjab: Politics of the Muslim League and Partition, 1935-1947*, New Delhi, 2001.

--- — *Jinnah and Punjab: Shamsul Hasan Collection and Other Documents*, (ed.), New Delhi, 2007.

----------	*Gandhi and Muslims of India: Selections from the Collected Works of Mahatma Gandhi,* (ed), New Delhi, 2015.
----------	*Partition of India: Rethinking,* (ed), New Delhi, 2017.
Shiv Rao, R,	*The Framing of India's Constitution: A Study,* New Delhi, 1968.
Singh, Yogendra	*Social Change in India,* New Delhi, 1993.
Tharur,Shashi	*India From Midnight to the Millennium,* New Delhi,1997.

Subject Code : DSE History-B
Paper No. : 601 (Option – II)

Modern Europe (1789-1919)

Marks: 80
Internal Assessment: 20
Time Allowed: 3 Hours
Credit : 06

Programme Specific Outcomes: To introduce the students to the major elements of Modern Europe (1789-1919). It intends to present and overview of Political change in historical context. A few introductory lectures on French Revolution, Napoleon Bonaparte, Congress of Vienna, Concert of Europe Metternich System, Unification of Italy and Germany, Foreign policy of Bismarck, Formation of Triple Entente, Partition of Africa, First World War, Bolshevik Revolution, Treaty of Versailles would be required to commence the paper.

Course Outcomes: After completing the course the students will be able to:

- Throw light on causes and consequences of French Revolution.
- Describe the emergence and decline of Napoleon Bonaparte.
- Explain the main conditions and significance of Congress of Vienna.
- Describe the nature and impacts of the concert of Europe.
- Discuss the nature and growth of Metternich system
- Write an essay on unification of Italy and Germany.
- Critically examine foreign policy of Bismarck.
- Throw light on the formation of Triple Entente.
- Describe the circumstances of partition of Africa.
- Describe the main causes and consequences of World War-I.
- Describe the main causes and consequences of Bolshevik Revolution in Russia.
- Write an essay on the treaty of Versailles and its consequences.

Note: 1. The question paper will consist of ***nine*** questions. The candidate shall attempt five questions in all. The Question No. 1 will be ***compulsory***. The Candidate shall attempt ***four*** more questions selecting at least ***one*** from each unit. The paper will carry 100 marks out of which 20 marks will be earmarked for internal assessment. Each question will, therefore, carry 16 marks.

2. The **Compulsory Question No. 1** will be multiple choice type consisting ***eight*** questions of equal marks (i.e. 2 marks each) spread over the whole syllabus.
3. The Map Question will be carrying 16 marks (10 for map work and 6 for explanatory note). For visually disabled candidates, the part relating to the explanatory note will carry full marks.

Unit – I

French Revolution: Causes and Consequences
Napoleon Bonaparte: Emergence and Decline
Congress of Vienna: Conditions and Significance
Concert of Europe: Nature and Impacts

Unit – II

Metternich System: Nature and Growth
Unification of Italy and Unification of Germany
Bismarck: Foreign Policy and Formation of Triple Alliances
Formation of Triple Entente

Unit – III

European Imperialism in Africa and its Partition
World War – I: Causes and Consequences
Bolshevik Revolution in Russia: Causes and Consequences
Treaty of Versailles and its Consequences

Unit – IV

Maps (Europe)

Political Condition of Europe on the Eve of French Revolution in 1789
Unification of Italy
Unification of Germany
Polarization of European Powers in World War – I

Suggested Readings:

Barraclough, G	*An Introduction to Contemporary History*, London, 1964.
Beasley, W. E	*Japanese Imperialism, 1894-1945,* Oxford, 1987.
Benns, F. L.	*European History Since 1870*, New York, 1955.
Brower, Daniel R	*The World in the Twentieth Centry: From Empires to Nations,* Delhi, 2002. Reprint.
Carr, E. H.	*International Relations Between Two World Wars (1919-1939*), London, 1965.
Dattar, Kiran	*America Ka Itihas*, New Delhi, 2012.
Despande Anirudh aur Anay	*Beesvi Shatabadi Me Itihas Ke Mudde*, New Delhi, 2013.
Gupta Parthsarthi	*Europe Ka Itihas*, New Delhi, 2012

Hayes, C. J. H	*Contemporary Europe Since 1870*, New York, 1965.
Langsam, W. C and O. C. Mitchell,	*The World Since 1919*, Reprint, New Delhi, 1997.
Mahajan Sreh	*Bisvi Shatabdi Ka Visv Itihas*: Ek Jhalak, New Delhi, 2015.
Phukan, Meenakshi,	Rise of the Modern West: Social and Economic History of Early Modern Europe, New Delhi, 1998.
Robert, J. M	*Europe 1880-1945*, Delhi, 1989.
Taylor, A. J. P.	*The First World War: An Illustrated History*, New Delhi, 2002.
Verma Lal Bahadur	*Adhunik Itihas Ki Jhalak*, Delhi, 2013.

Subject Code : DSE History-B
Paper No. : 602 (Option – II)

Contemporary India: State and Politics (1947-1966)

Marks: 80
Internal Assessment: 20
Time Allowed: 3 Hours
Credit : 06

Programme Specific Outcomes: To introduce the students to the major elements of Contemporary India: State and Politics. It intends to present and overview of State and Politics in historical context. A few introductory lectures on Partition of India and rehabilitation, Making of Indian Constitution, problem of Kashmir, Foreign Policy, Indo-Pak relation, India's relation with USA and USSR, reorganization of states, nature of political parties, electoral politics etc. would be required to commence the paper.

Course Outcomes: After completing the course the students will be able to:

- Discuss the circumstances of Partition and Rehabilitation.
- Describe main features of Indian Constitution.
- Explain problem of Kashmir.
- Describe the integration of princely states.
- Throw light on foreign policy of India up to 1966.
- Describe the role of India in Non-Alignment Movement.
- Critically examine Indo-Pak Relations.
- Discuss Sino-India Relation.
- Describe foreign policy of India with special reference to India's relation with USA and USSR.
- Throw light on reorganization of States since 1950.
- Describe the nature of Centre-State relations.
- Write an essay on nature of political parties and electoral politics.

Note: 1. The question paper will consist of ***nine*** questions. The candidate shall attempt five questions in all. The Question No. 1 will be ***compulsory***. The Candidate shall attempt ***four*** more questions selecting at least ***one*** from each unit. The paper will carry 100 marks out of which 20 marks will be

earmarked for internal assessment. Each question will, therefore, carry 16 marks.

2. The **Compulsory Question No. 1** will be multiple choice type consisting ***eight*** questions of equal marks (i.e. 2 marks each) spread over the whole syllabus.
3. The Map Question will be carrying 16 marks (10 for map work and 6 for explanatory note). For visually disabled candidates, the part relating to the explanatory note will carry full marks.

Unit – I

Partition and Rehabilitation
Making of Indian Constitution and its Characteristics
Problem of Kashmir
Integration of Princely States

Unit II

Foreign Policy up to 1966:
India and Non- Alignment Movement
Indo-Pak Relation
Sino-India Relation
India's Relation with USA and USSR

Unit III

Reorganization of States Since 1950
Nature of Centre – State Relation
Nature of Political Parties
Electoral Politics at National Level

Unit IV

Maps (India)
Partition and Rehabilitation Camps
Integration of Princely States
Countries of Non-Alignment Movement
Reorganization of States Since 1950

Suggested Readings:

Bayly, C. A. — *Indian Society and the Making of British Empire*, Cambridge, 1987.

Bhambri C. P. — *The Janata Party: A Profile*, New Delhi, 1980.

Chandra Bipan, Mirdula Mukherjee, and Aditiya Mukheree — *Azadi Ke Baad Bharat*, New Delhi, 2009.

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Dutt, V. P. — *India and the World*, New Delhi, 1990.

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Gopal, S. — *Jawaharlal Nehru – A Biography*, Vol. 2 and 3, London and Delhi, 1979, 1984.

Kaul, Jolly Mohan — *Problems of National Integration*, New Delhi, 1963

Kothari, Rajni, — *Politics in India*, New Delhi 1947.

Kumaramangalam, S. Mohan, *India's Language Crisis*, Madras, 1965.
Masani, Jarir *Indira Gandhi – A Biography*, London, 1975.
Menon, V. P. *Integration of the Indian States*, Madras 1985.
Omvedit, G. *Dalits and Democratic Revolution*, New Delhi, 1994.
Potter, David, *India's Political Administrators, 1918-1983*, Oxford, 1968.
Prasad, Bimal *Gandhi, Nehru and J. P.: Studies of Leadership*, Delhi, 1985.
Raj, K. N. *Indian Economic Growth: Performance and Prospects*, New Delhi, 1965.
Roy, Trithankar *The Economic History of India*, 1857-1947, Delhi, 2000.
Singh, Amrik, ed. *Punjab in Indian Politics*, Delhi, 1985.
Singh, B. B. *Economic History of India, 1857-1956*, Bombay, 1965
Singh, Amarjit *Divided Punjab: Politics of the Muslim League and Partition, 1935-1947*, New Delhi, 2001.
---------- *Jinnah and Punjab: Shamsul Hasan Collection and Other Documents*, (ed.), New Delhi, 2007.
---------- *Gandhi and Muslims of India: Selections from the Collected Works of Mahatma Gandhi*, (ed), New Delhi, 2015.
---------- *Partition of India: Rethinking*, (ed), New Delhi, 2017.
Shiv Rao, R, *The Framing of India's Constitution: A Study*, New Delhi, 1968.
Singh, Yogendra *Social Change in India*, New Delhi, 1993.
Tharur,Shashi *India From Midnight to the Millennium*, New Delhi, 1997.

हिंदी-विभाग

कुरुक्षेत्र विश्वविद्यालय कुरुक्षेत्र

(प्रदेश विधायिका एक्ट 12ए 1956 के तहत स्थापित)

('ए+ श्रेणी' राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद द्वारा प्रदत्त)

एम ए हिंदी पाठ्यक्रम (सी बी सी एस), (LOCF)

परीक्षा स्कीम व पाठ्य विषय

वर्ष 2020-21 से प्रभावी

कोर्स कोड	कोर्स का नाम	क्रेडिट	शिक्षण घंटे / प्रति सप्ताह	परीक्षा की स्कीम (अंक)			
				परीक्षा	आंतरिक मूल्यांकन	कुल अंक	समय
सेमेस्टर - I							
मूल पाठ्यक्रम (Core Course)							
MAH-101	हिंदी साहित्य का इतिहास (रीतिकाल तक)	4	4	80	20	100	3 घंटे
MAH-102	आधुनिक हिंदी कविता	4	4	80	20	100	3 घंटे
MAH-103	हिंदी उपन्यास	4	4	80	20	100	3 घंटे
MAH-104	भाषा विज्ञान और हिंदी भाषा	4	4	80	20	100	3 घंटे
ऐच्छिक पाठ्यक्रम (Elective Course) विशिष्ट अध्ययन (निम्नलिखित में से कोई एक)							
MAH-105-(i)	भारतेंदु हरिश्चंद्र	4	4	80	20	100	3 घंटे
MAH-105-(ii)	बालमुकुंद गुप्त	4	4	80	20	100	3 घंटे
MAH-105-(iii)	प्रेमचंद	4	4	80	20	100	3 घंटे
MAH-105-(iv)	जयशंकर प्रसाद	4	4	80	20	100	3 घंटे
MAH-105-(v)	निराला	4	4	80	20	100	3 घंटे
सेमेस्टर - II							
मूल पाठ्यक्रम (Core Course)							
MAH-201	हिंदी साहित्य का इतिहास (आधुनिक काल)	4	4	80	20	100	3 घंटे
MAH-202	छायावादोत्तर हिंदी कविता	4	4	80	20	100	3 घंटे
MAH-203	हिंदी नाटक	4	4	80	20	100	3 घंटे
MAH-204	हिंदी पत्रकारिता और जनसंचार	4	4	80	20	100	3 घंटे
ऐच्छिक पाठ्यक्रम (Elective Course) विशिष्ट अध्ययन (निम्नलिखित में से कोई एक)							
MAH-205-(i)	अज्ञेय	4	4	80	20	100	3 घंटे
MAH-205-(ii)	मुक्तिबोध	4	4	80	20	100	3 घंटे
MAH-205-(iii)	हजारीप्रसाद द्विवेदी	4	4	80	20	100	3 घंटे
MAH-205-(iv)	भीष्म साहनी	4	4	80	20	100	3 घंटे
MAH-205-(v)	मोहन राकेश	4	4	80	20	100	3 घंटे

मुक्त ऐच्छिक पाठ्यक्रम (Open Elective Course)							
MAH-206	हिंदी भाषा के विविध अनुप्रयोग	2	2	40	10	50	2 घंटे
सेमेस्टर - III							
मूल पाठ्यक्रम (Core Course)							
MAH-301	भारतीय साहित्यशास्त्र	4	4	80	20	100	3 घंटे
MAH-302	मध्यकालीन हिंदी कविता	4	4	80	20	100	3 घंटे
MAH-303	हिंदी कहानी	4	4	80	20	100	3 घंटे
MAH-304	भारतीय साहित्य	4	4	80	20	100	3 घंटे
ऐच्छिक पाठ्यक्रम (Elective Course) विशिष्ट अध्ययन (निम्नलिखित में से कोई एक)							
MAH-305-(i)	कबीरदास	4	4	80	20	100	3 घंटे
MAH-305-(ii)	मलिक मुहम्मद जायसी	4	4	80	20	100	3 घंटे
MAH-305-(iii)	सूरदास	4	4	80	20	100	3 घंटे
MAH-305-(iv)	तुलसीदास	4	4	80	20	100	3 घंटे
MAH-305-(v)	बिहारी	4	4	80	20	100	3 घंटे
मुक्त ऐच्छिक पाठ्यक्रम (Open Elective Course)							
MAH-306	सृजनात्मक लेखन	2	2	40	10	50	2 घंटे
सेमेस्टर - IV							
मूल पाठ्यक्रम (Core Course)							
MAH-401	पाश्चात्य साहित्यशास्त्र	4	4	80	20	100	3 घंटे
MAH-402	हिंदी निबंध और आलोचना	4	4	80	20	100	3 घंटे
MAH-403	हिंदी: आत्मकथा, जीवनी, रेखाचित्र और संस्मरण	4	4	80	20	100	3 घंटे
MAH-404	अनुवाद और शोध-प्रविधि	4	4	80	20	100	3 घंटे
ऐच्छिक पाठ्यक्रम (Elective Course) विशिष्ट अध्ययन (निम्नलिखित में से कोई एक)							
MAH-405-(i)	दलित विमर्श और साहित्य	4	4	80	20	100	3 घंटे
MAH-405-(ii)	स्त्री विमर्श और साहित्य	4	4	80	20	100	3 घंटे
MAH-405-(iii)	आदिवासी विमर्श और साहित्य	4	4	80	20	100	3 घंटे
MAH-405-(iv)	लोक साहित्य	4	4	80	20	100	3 घंटे
MAH-405-(v)	विश्व साहित्य (हिंदी में अनुदित)	4	4	80	20	100	3 घंटे
कुल कोर्स 22	मूल पाठ्यक्रम - 16 ऐच्छिक पाठ्यक्रम - 04 मुक्त ऐच्छिक पाठ्यक्रम - 02	84		1680	420	2100	

Programme Outcomes (PO) of Post Graduate Arts CBCS Programmes/Courses in the Faculty of Arts and Languages, Kurukshetra University, Kurukshetra

PO1	Depth and Breadth of Knowledge	A systematic understanding of knowledge within the discipline and in related discipline/s, and a critical awareness of current problems and/or new insights informed by the forefront of their academic discipline.
PO2	Research and scholarship	a) A working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline. b) A treatment of complex issues and judgments based on established principles and techniques.
PO3	Level of application of knowledge	Competence in applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue.
PO4	Awareness of limits of knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines
PO5	Professional capacity/autonomy	Acquiring and showing qualities and transferable skills necessary for employment: exercise of initiative, personal responsibility, intellectual independence, ethical behavior and academic integrity.
PO6	Level of Communication Skills	Ability to communicate effectively in presenting ideas orally and in writing (oral communication; written communication).

पाठ्यक्रम के अपेक्षित परिणाम

- भाषा के सामान्य सिद्धांतों व हिंदी भाषा के व्यावहारिक प्रयोग का ज्ञान।
- साहित्य संसार व वास्तविक संसार के यथार्थ के प्रति आलोचनात्मक, संवेदनशील दृष्टि व व्यक्तित्व का विकास।
- हिंदी साहित्य की विभिन्न धाराओं व परंपराओं की समझ विकसित होगी।
- विभिन्न युगों, धाराओं व रचनाकारों के साहित्य की विशिष्टताओं की समझ बढ़ेगी।
- समकालीन साहित्य के विविध रूपों, आंदोलनों, विमर्शों के माध्यम से अपने युग का बोध।
- साहित्य की विभिन्न विधाओं तथा जनसंचार के माध्यमों के लिए रचनात्मक लेखन की क्षमता में अभिवृद्धि।
- साहित्य के सौंदर्य, कला तथा वैचारिक मूल्यों के प्रति विवेक का निर्माण होगा।
- जीवनयापन के लिए भाषायी कौशल, कंप्यूटर, अनुवाद, पत्रकारिता, जनसंचार, रंगमंच, चलचित्र आदि के बारे में सैद्धांतिक व व्यावहारिक ज्ञान।
- भारतीय समाज और सांस्कृतिक जीवन के विभिन्न पक्षों में अन्तर्निहित एकता के तत्त्वों का परिचय व पहचान होगी। देश व समाज की एकता-अंखडता की भावना का विकास।
- साहित्य के माध्यम से मानवता के सार्वभौम तत्त्वों की पहचान।

सेमेस्टर - I

MAH-101-हिंदी साहित्य का इतिहास (रीतिकाल तक)

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

हिंदी साहित्य के इतिहास से परिचित करवाना। इतिहास दृष्टि विकसित करना।

पाठ्यक्रम के अपेक्षित परिणाम

- इतिहास व साहित्येतिहास लेखन के महत्व व उसके लेखन की प्रक्रिया का परिचय होगा।
- हिंदी साहित्य के विभिन्न पड़ावों, आंदोलनों की जानकारी होगी।
- मध्यकाल के विभिन्न संप्रदायों की दार्शनिक पृष्ठभूमि का ज्ञान होगा।
- भारतीय इतिहास के परिवर्तनों व उसके हिंदी साहित्य पर पड़े प्रभावों की पहचान होगी।

परीक्षा के लिए निर्देश

- **आलोचनात्मक प्रश्न -** निर्धारित पाठ्यक्रम की प्रत्येक इकाई से आंतरिक विकल्प सहित एक एक आलोचनात्मक प्रश्न दिया जायेगा। विद्यार्थी को आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक 12 अंकों का होगा। यह खंड कुल 48 अंक का होगा।
- **लघु-उत्तरीय प्रश्न -** निर्धारित पाठ्यक्रम में से 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर देना होगा। प्रत्येक का उत्तर लगभग 250 शब्दों में हो। प्रत्येक के लिए 6 अंक निर्धारित हैं। यह खंड कुल 24 अंक का होगा।
- **वस्तुनिष्ठ प्रश्न** –समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्यांकन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

पाठ्यक्रम

इकाई -1. इतिहास दर्शन और साहित्येतिहास दर्शन, हिन्दी साहित्य के इतिहास लेखन की परम्परा, हिंदी साहित्य के इतिहास लेखन की समस्याएं और आवश्यकता, हिन्दी साहित्य के इतिहास का काल विभाजन और नामकरण, हिंदी साहित्य के आदिकाल की पृष्ठभूमि और परिवेश, आदिकालीन साहित्य की विभिन्न धाराएं - दरबारी, धार्मिक, लौकिक, आदिकालीन प्रमुख कवि एवं उनकी रचनाएं - (सरहपा, गोरखनाथ, पुष्पदंत, अमीर खुसरो, विद्यापति)

इकाई -2. भक्ति आंदोलन : पृष्ठभूमि और परिवेश, भक्ति आंदोलन और सांस्कृतिक चेतना, हिन्दी निर्गुणकाव्य की वैचारिक पृष्ठभूमि; सन्तकाव्य : परम्परा और प्रवृत्तियाँ एवं प्रमुख कवि - (कबीर, नानक, दादू, रैदास); हिन्दी सूफीकाव्य का वैचारिक पृष्ठभूमि; सूफी काव्य और भारतीय संस्कृति व लोक जीवन
सूफीकाव्य : परम्परा और प्रवृत्तियाँ एवं प्रमुख कवि (मुल्ला दाऊद, कुतुबन, मंझन, जायसी)

इकाई -3. हिन्दी सगुणकाव्य की वैचारिक पृष्ठभूमि; रामकाव्य : परम्परा और प्रवृत्तियां एवं प्रमुख कवि तुलसीदास; हिन्दी कृष्णकाव्य की वैचारिक पृष्ठभूमि एवं विविध सम्प्रदाय; कृष्णकाव्य : परम्परा और प्रवृत्तियाँ एवं प्रमुख कवि (सूरदास, मीरा)

इकाई -4. रीतिकाल : पृष्ठभूमि एवं परिवेश, रीति कवियों का आचार्यत्व, रीतिबद्ध काव्य : सामान्य प्रवृत्तियाँ एवं प्रमुख कवि (केशव, चिन्तामणि, मतिराम, भूषण, देव, पद्माकर), रीतिसिद्ध काव्य : सामान्य प्रवृत्तियाँ प्रमुख कवि (बिहारी), रीतिमुक्त काव्य: सामान्य प्रवृत्तियाँ प्रमुख कवि (घनानन्द, आलम, बोधा, ठाकुर)

सहायक पुस्तकें

- साहित्येतिहासः संरचना और स्वरूप, सुमन राजे, ग्रन्थम कानपुर, 1975
- हिन्दी साहित्य का आदिकाल, हजारी प्रसाद द्विवेदी, बिहार राष्ट्रभाषा परिषद्, पटना, 1961
- हिन्दी साहित्य की भूमिका, हजारी प्रसाद द्विवेदी, हिन्दी ग्रन्थ रत्नाकर, बम्बई, 1963
- हिन्दी साहित्य का अतीत (भाग-1,2), विश्वनाथ प्रसाद मिश्र, वाणी प्रकाशन, 1960
- हिन्दी साहित्य का इतिहास, रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, काशी, 1961
- हिन्दी साहित्य का इतिहास (स. नगेन्द्र), नेशनल पब्लिशिंग हाऊस, दिल्ली, 1973
- हिन्दी साहित्य का वैज्ञानिक इतिहास, गणपतिचन्द्र गुप्त, लोकभारती प्रकाशन
- हिन्दी साहित्य का दूसरा इतिहास, बच्चन सिंह, राधाकृष्ण प्रकाशन
- हिन्दी साहित्य का वस्तुपरक इतिहास, रामप्रसाद मिश्र, साहित्य भण्डार
- साहित्य और इतिहास दृष्टि - मैनेजर पांडेय
- हिंदी साहित्य के इतिहास की समस्याएं - अवधेश प्रधान
- भक्ति आंदोलन और भक्तिकाव्य - शिवकुमार मिश्र
- हिंदी काव्यधारा - राहुल सांकृत्यायन

MAH-102-आधुनिक हिंदी कविता

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

आधुनिक कविता से परिचित कराना।

पाठ्यक्रम के अपेक्षित परिणाम

- आधुनिक हिंदी कविता की पृष्ठभूमि की जानकारी।
- आधुनिक हिंदी कविता संवेदना, शिल्प, सामाजिक सरोकारों से परिचय।
- आधुनिक हिंदी कविता के विभिन्न कवियों के काव्य वैशिष्ट्य का बोध।
- आधुनिक हिंदी कविता का नवजागरण और राष्ट्रीय आंदोलन से संबंधों का बोध।

परीक्षा के लिए निर्देश

- **व्याख्या :** पाठ्यक्रम में निर्धारित रचनाओं में से चार पाठांश दिए जाएंगे। परीक्षार्थी को किंही दो की संदर्भ सहित व्याख्या करनी होगी। प्रत्येक के लिए 8 अंक निर्धारित हैं। यह खंड कुल 16 अंक का होगा।
- **आलोचनात्मक प्रश्न :** पाठ्यक्रम में निर्धारित प्रत्येक रचना से आंतरिक विकल्प सहित रचनाओं की मूल संवेदना, विषयवस्तु, सामाजिक सरोकार, कलागत वैशिष्ट्य, प्रासंगिकता आदि से संबंधित एक-एक प्रश्न दिया जाएगा। परीक्षार्थी को आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक के लिए 12 अंक निर्धारित हैं। यह खंड कुल 36 अंक का होगा।
- **लघु-उत्तरीय प्रश्न :** द्रुत पाठ के लिए निर्धारित रचनाकारों व उनकी रचनाओं की मूल संवेदना पर केंद्रित 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर (लगभग 200 शब्दों में) देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं। यह खंड कुल 20 अंक का होगा।
- **वस्तुनिष्ठ :** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्यांकन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

पाठ्यक्रम

(क) व्याख्या व आलोचनात्मक प्रश्नों के लिए

- मैथिलीशरण गुप्त : साकेत (नवम सर्ग - आरंभ से लेकर 'उलट गई श्यामा यहां रिक्त सुधाकर-पात्र' तक)
- जयशंकर प्रसाद : कामायनी ((चिंता, श्रद्धा, इड़ा)

- निराला : राग-विराग (राम की शक्ति पूजा, सरोज स्मृति)

(ख) द्रुत पाठ के लिए

(भारतेंदु हरिश्चंद्र, बालमुकुंद गुप्त, अयोध्यासिंह उपाध्याय 'हरिऔध', रामनरेश त्रिपाठी, सुमित्रानंदन पंत, महादेवी वर्मा, माखनलाल चतुर्वेदी)

सहायक पुस्तकें

- छायावाद - नामवर सिंह
- जयशंकर प्रसाद - नंददुलारे वाजपेयी
- कामायनी : एक पुनर्विचार - मुक्तिबोध
- कवि निराला - नंद दुलारे वाजपेयी
- निराला : आत्महंता आस्था - दूधनाथ सिंह
- निराला की साहित्य साधना - रामविलास शर्मा
- आधुनिक हिंदी कविता का बिंब विधान- केदारनाथ सिंह
- आधुनिक हिंदी साहित्य की प्रवृत्तियां - नामवर सिंह
- महादेवी की कविताः संशय और समाधान - ब्रजलाल गोस्वामी
- पंत का स्वच्छंदतावादी काव्य - राजेंद्र गौतम
- हिंदी में छायावाद - मुकुटधर पांडेय
- आधुनिक हिंदी कविता में बिंबविधान - केदारनाथ सिंह
- राष्ट्रकवि मैथिलीशरण गुप्त और साकेत - सूर्यप्रसाद दीक्षित
- मैथिलीशरण गुप्त - रेवती रमण
- मैथिलीशरण गुप्त - नंदकिशोर नवल
- स्त्री संदर्भ में महादेवी - सुधा सिंह

MAH-103-हिंदी उपन्यास

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

हिंदी उपन्यास से परिचित करवाना। कथा साहित्य के अध्ययन की दृष्टि निर्मित करना।

पाठ्यक्रम के अपेक्षित परिणाम

- हिंदी उपन्यास की समझ विकसित होगी।
- भारतीय मध्यवर्ग, किसान व अन्य वर्गों की उपन्यासों में उपस्थिति का बोध।
- हिंदी उपन्यासों की विशिष्टता का बोध।
- हिंदी उपन्यासों की संरचना व शिल्प का बोध।

परीक्षा के लिए निर्देश

- **व्याख्या :** पाठ्यक्रम में निर्धारित रचनाओं में से दो पाठांश दिये जायेंगे। परीक्षार्थी को एक की संदर्भ सहित व्याख्या करनी होगी। इसके लिए 8 अंक निर्धारित हैं। यह खंड कुल 8 अंक का होगा।
- **पाठ बोध :** पाठ्यक्रम में निर्धारित रचनाओं में से एक पाठांश व उस पर आधारित चार प्रश्न दिये जाएंगे। परीक्षार्थी को पाठ के आधार पर उनके उत्तर देने होंगे। इसके लिए 8 अंक निर्धारित हैं।
- **आलोचनात्मक प्रश्न :** पाठ्यक्रम में निर्धारित प्रत्येक रचना से आंतरिक विकल्प सहित रचनाओं की मूल संवेदना, विषयवस्तु, सामाजिक सरोकार, कलागत वैशिष्ट्य, प्रासंगिकता आदि से संबंधित एक-एक प्रश्न दिया जाएगा। परीक्षार्थी को आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक के लिए 12 अंक निर्धारित हैं। इस खंड के लिए 36 अंक निर्धारित हैं।
- **लघु-उत्तरीय प्रश्न :** द्रुत पाठ के लिए निर्धारित रचनाकारों व उनकी रचनाओं की मूल संवेदना पर केंद्रित 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर (लगभग 200 शब्दों में) देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं। यह खंड कुल 20 अंक का होगा। का होगा।
- **वस्तुनिष्ठ :** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्यांकन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

पाठ्यक्रम

(क) व्याख्या, पाठ बोध व आलोचनात्मक प्रश्नों के लिए

उपन्यास - प्रेमचंद - गोदान
फणीश्वरनाथ रेणु - मैला आंचल
मैत्रेयी पुष्पा - विजन

(ख) द्रुत पाठ के लिए

उपन्यास (लाला श्रीनिवास दास - परीक्षा गुरु, यशपाल-झूठा सच, अमृतलाल नागर - मानस का हंस, भीष्म साहनी - तमस, जगदीश चंद्र - धरती धन न अपना श्रीलाल शुक्ल - रागदरबारी, मन्नू भंडारी - आपका बंटी, काला पहाड़ - भगवानदास मोरवाल)

सहायक पुस्तकें

- प्रेमचंद और उनका युग - डा. रामविलास शर्मा
- प्रेमचंदः एक साहित्यिक विवेचन - नंददुलारे वाजपेयी
- फणीश्वरनाथ रेणु का साहित्य - अंजलि तिवारी
- हिंदी उपन्यास : एक अंतर्यात्रा - रामदरश मिश्र
- हिंदी उपन्यास का इतिहास - गोपाल राय
- हिंदी कथा साहित्य - गोपाल राय
- मैला आंचल का महत्व - संपा. मधुरेश

MAH-104-भाषा विज्ञान और हिंदी भाषा

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

भाषा व भाषा विज्ञान सिद्धांतों से परिचित कराना। हिंदी भाषा के विकास, विविध रूप व प्रयोजनमूलकता से परिचित करवाना।

पाठ्यक्रम के अपेक्षित परिणाम

- भाषाविज्ञान के विभिन्न अवयवों की जानकारी मिलेगी।
- भाषायी अध्ययन और साहित्य के भाषायी अध्ययन में मदद मिलेगी।
- हिंदी भाषा के विकास व उसकी बोलियों का ज्ञान होगा
- हिंदी भाषा के विविध रूप व प्रयोजनमूलकता से परिचित होंगे।

परीक्षा के लिए निर्देश

- **समीक्षात्मक खंड -** निर्धारित पाठ्यक्रम की प्रत्येक इकाई से आंतरिक विकल्प सहित एक-एक समीक्षात्मक प्रश्न दिया जायेगा। प्रत्येक 12 अंकों का होगा। यह खंड कुल 48 अंक का होगा।
- **लघु-उत्तरीय खंड -** निर्धारित पाठ्यक्रम में से 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर देना होगा। प्रत्येक का उत्तर लगभग 250 शब्दों में हो। प्रत्येक के लिए 6 अंक निर्धारित हैं। यह खंड कुल 24 अंक का होगा।
- **वस्तुनिष्ठ खंड** -समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्याकंन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

पाठ्यक्रम

इकाई -1. भाषा : परिभाषा, प्रकृति और विशेषताएं; भाषा और मानव संस्कृति; भाषा और संप्रेषण; भाषा परिवर्तन : कारण और दिशाएं; भाषा विज्ञान : स्वरूप व अध्ययन क्षेत्र; भाषा विज्ञान की शाखाएं; भाषा और शिक्षा का माध्यम।

इकाई - 2 . हिन्दी की स्वनिम व्यवस्था (हिन्दी ध्वनियों के वर्गीकरण का आधार); हिन्दी की शब्द रचना उपसर्ग, प्रत्यय; हिंदी भाषा का लिंगआधारित समाजवैज्ञानिक अध्ययन; हिन्दी के संज्ञा, सर्वनाम, विशेषण और क्रिया रूप; हिन्दी वाक्य-रचना (पदक्रम और अन्विति)

इकाई -3. पाणिनी की भाषा संबंधी प्रमुख स्थापनाएं; फर्दिनान्द द सॉस्यूर की भाषा संबंधी प्रमुख स्थापनाएं; नॉम चोम्स्की की भाषा संबंधी प्रमुख स्थापनाएं; माइकल हॉलिडे की भाषा संबंधी प्रमुख स्थापनाएं।

इकाई -4. हिंदी भाषा का विकास; खड़ी बोली नवजागरण काल; राष्ट्रीय आंदोलन और हिंदी भाषा। हिन्दी की बोलियां; हिंदी भाषा के विविध रूप (सर्जनात्मक भाषा, संचार भाषा, राजभाषा, राष्ट्रभाषा, और सम्पर्क भाषा); हिन्दी की संवैधानिक स्थिति; कार्यालयी हिंदी (प्रारूपण, पत्र-लेखन, पल्लवन, टिप्पण, ईमेल)

सहायक पुस्तकें

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- भाषाविज्ञान, भाषाशास्त्र, कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी, 1997
- हिन्दी भाषा संरचना के विविध आयाम : रवींद्रनाथ श्रीवास्तव
- भाषा विज्ञान की भूमिका - देवेंद्रनाथ शर्मा
- हिन्दी भाषा : उद्गम और विकास, उदयनारायण तिवारी, भारती भंडार, इलाहाबाद, 1997
- हिन्दी : उद्भव और विकास, हरदेव बाहरी, किताब महल, इलाहाबाद, 1965
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- प्रयोजनमूलक हिंदी - रवींद्रनाथ श्रीवास्तव, केंद्रीय हिंदी संस्थान, आगरा
- प्रयोजनमूलक हिंदी - दंगल झाल्टे
- भाषा आंदोलन - सेठ गोबिंददास, हिंदी साहित्य सम्मलेन, प्रयाग
- भाषा और समाज - रामविलास शर्मा
- भारतीय आर्य भाषा और हिंदी - सुनीति कुमार चटर्जी

MAH-105-(i)-भारतेंदु हरिश्चंद्र

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

भारतेंदु हरिश्चंद्र के जीवन, साहित्य, दर्शन और उनके साहित्यिक अवदान से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- भारतेंदु हरिश्चंद्र के जीवन, साहित्य और दर्शन का बोध।
- भारतेंदु हरिश्चंद्र के हिंदी भाषा के निर्माण व साहित्यिक अवदान की समझ।
- भारतेंदु हरिश्चंद्र के नाटक, पत्रकारिता, काव्य सरोकारों व मूल्यों का बोध।
- नवजागरण व राष्ट्रीय आंदोलन में हिंदी साहित्य के योगदान की समझ।

परीक्षा के लिए निर्देश

- **व्याख्या :** पाठ्यक्रम में निर्धारित रचनाओं में से दो पाठांश दिये जायेंगें। परीक्षार्थी को संदर्भ सहित एक की व्याख्या करनी होगी। प्रत्येक के लिए 8 अंक निर्धारित हैं।
- **पाठ बोध :** पाठ्यक्रम में निर्धारित रचनाओं में से एक पाठांश व उस पर आधारित चार प्रश्न दिये जाएंगे। परीक्षार्थी को पाठ के आधार पर उनके उत्तर देने होंगे। इसके लिए 8 अंक निर्धारित हैं।
- **आलोचनात्मक प्रश्न :** पाठ्यक्रम में निर्धारित विषयों में से छः आलोचनात्मक प्रश्न दिए जायेंगे। परीक्षार्थी को तीन प्रश्नों का आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक के लिए 12 अंक निर्धारित हैं।
- **लघु-उत्तरीय प्रश्न :** भारतेंदु हरिश्चंद्र के समस्त साहित्य में से 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर (लगभग 200 शब्दों में) देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं। यह खंड कुल 20 अंक का होगा।
- **वस्तुनिष्ठ :** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्यांकन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

(क) आलोचनात्मक प्रश्नों के लिए विषय

भारतेंदु हरिश्चंद्र का जीवन और साहित्य; भारतेंदु हरिश्चंद्र का साहित्य और राष्ट्रवाद; भारतेंदु हरिश्चंद्र और नवजागरण; भारतेंदु हरिश्चंद्र का साहित्य और नारी; भारतेंदु हरिश्चंद्र का साहित्य चिंतन; भारतेंदु हरिश्चंद्र और हिंदी पत्रकारिता; भारतेंदु हरिश्चंद्र का भाषा चिंतन; भारतेंदु हरिश्चंद्र और उनके नाटक; भारतेंदु हरिश्चंद्र और उनके निबंध; भारतेंदु हरिश्चंद्र और

उनका रंगकर्म; भारतेंदु हरिश्चंद्र के नाटकों की रंगमंचीयता; भारतेंदु हरिश्चंद्र के साहित्य की प्रासंगिकता; भारतेंदु हरिश्चंद्र का परवर्ती साहित्य पर प्रभाव; भारतेंदु हरिश्चंद्र का सामाजिक-राजनीतिक चिंतन; भारतेंदु हरिश्चंद्र और अंग्रेजी शासन; भारतेंदु हरिश्चंद्र और उनका मण्डल; भारतेंदु हरिश्चंद्र और उनकी कविता।

(ख) व्याख्या व पाठ बोध के लिए

नाटक - अंधेर नगरी, भारत दुर्दशा

सहायक पुस्तकें

- भारतेंदु हरिश्चंद्र - रामविलास शर्मा
- भारतेंदु युग और हिंदी भाषा की विकास परंपरा - रामविलास शर्मा
- भारतेन्दु का नाट्य साहित्य- डॉ विरेन्द्र कुमार
- भारतेन्दु का गद्य साहित्यः समाजशास्त्रीय अध्ययन- डॉ. कपिलदेव दुबे
- भारतेन्दु के नाटकों का शास्त्रीय अध्ययन- डॉ. गोपीनाथ तिवारी
- भारतेन्दु के निबन्ध- डॉ. केसरी नारायण शुक्ल
- भारतेन्दु युग का नाट्य साहित्य और रंगमंच- डॉ. वासुदेव नन्दन प्रसार
- भारतेन्दु युग की शब्द सम्पदा- डॉ. जसपाली चौहान
- भारतेन्दु साहित्य- डॉ. रामगोपाल चौहान
- भारतेन्दु हरिश्चन्द्र- बाबू ब्रजरत्न दास

MAH-105-(ii)-बालमुकुंद गुप्त

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

बालमुकुंद गुप्त के जीवन, साहित्य, दर्शन और उनके साहित्यिक अवदान से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- बालमुकुंद गुप्त के जीवन, साहित्य और दर्शन का बोध।
- बालमुकुंद गुप्त के हिंदी भाषा के निर्माण व साहित्यिक अवदान की समझ।
- बालमुकुंद गुप्त के पत्रकारिता, काव्य सरोकारों व मूल्यों का बोध।
- नवजागरण व राष्ट्रीय आंदोलन में हिंदी साहित्य के योगदान की समझ।

परीक्षा के लिए निर्देश

- **व्याख्या :** पाठ्यक्रम में निर्धारित रचनाओं में से दो पाठांश दिये जायेंगें। परीक्षार्थी को संदर्भ सहित एक की व्याख्या करनी होगी। प्रत्येक के लिए 8 अंक निर्धारित हैं।
- **पाठ बोध :** पाठ्यक्रम में निर्धारित रचनाओं में से एक पाठांश व उस पर आधारित चार प्रश्न दिये जाएंगे। परीक्षार्थी को पाठ के आधार पर उनके उत्तर देने होंगे। इसके लिए 8 अंक निर्धारित हैं।
- **आलोचनात्मक प्रश्न :** पाठ्यक्रम में निर्धारित विषयों में से छः आलोचनात्मक प्रश्न दिए जायेंगे। परीक्षार्थी को तीन प्रश्नों का आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक के लिए 12 अंक निर्धारित हैं।
- **लघु-उत्तरीय प्रश्न :** बालमुकुंद गुप्त के समस्त साहित्य में से 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर (लगभग 200 शब्दों में) देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं। यह खंड कुल 20 अंक का होगा।
- **वस्तुनिष्ठ :** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्यांकन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

पाठ्यक्रम

(क) आलोचनात्मक प्रश्नों के लिए विषय

बालमुकुंद गुप्त का जीवन और साहित्य; बालमुकुंद गुप्त और उनके समकालीन; बालमुकुंद गुप्त और उनका परिवेश; नवजागरण के अग्रदूत बालमुकुंद गुप्त; बालमुकुंद गुप्त की किसान चेतना; बालमुकुंद का साहित्य और लोकजीवन; निबंधकार बालमुकुंद गुप्त; व्यंग्यकार

बालमुकुंद गुप्त; समाज सुधारक बालमुकुंद गुप्त; कवि बालमुकुंद गुप्त; बाल साहित्यकार बालमुकुंद गुप्त; समाज सुधारक बालमुकुंद गुप्त; भाषाविद् बालमुकुंद गुप्त; बालमुकुंद गुप्त की भाषा-शैली

(ख) व्याख्या के लिए

स्फुट कविताएं - (सर सैयद का बुढ़ापा; वसंतोत्सव; वसंत; रेलगाड़ी; विधवा विवाह;प्लेग की भूतनी; बिकट बिरहनी; होली है; जोगीड़ा; टेसू; कविता की उन्नति; पोलिटिकल होली; कर्जनाना; पंजाब में लायल्टी)

(ग) पाठ बोध के लिए

शिवशंभु के चिट्ठे - (वैसराय का कर्तव्य, पीछे मंत फेंकिये, बंग-विच्छेद), हंसी-खुशी, हिंदी की उन्नति, हिंदी भाषा की भूमिका।

सहायक पुस्तकें

- बालमुकुंद रचनावली (भाग 2,3,4), सं. के.सी. यादव, हरियाणा इतिहास एवं संस्कृत अकादमी।
- बालमुकुंद गुप्त निबंधावली, झाबरमल शर्मा व बनारसीदास चतुर्वेदी, गुप्त स्मारक ग्रंथ प्रकाशन समिति, कलकत्ता
- बालमुकुंद गुप्त ग्रंथावली - नत्थन सिंह, हरियाणा साहित्य अकादमी, पंचकुला।
- बालमुकुंद गुप्तः संकलित निबंध, कृष्णदत्त पालीवाल, राष्ट्रीय पुस्तक न्यास भारत, दिल्ली।
- बालमुकुंद गुप्त, मदन गोपाल, साहित्य अकादमी, प्रकाशन, दिल्ली।
- बालमुकुंद गुप्तः जीवन, सृजन और मूल्यांकन, सं. प्रोफेसर सुभाष चंद्र,
- बाल साहित्यकारः बालमुकुंद गुप्त, सं. प्रोफेसर सुभाष चंद्र,
- देस हरियाणा(अंक-26, बालमुकुंद गुप्त विशेषांक) -सं. सुभाष चंद्र, कुरुक्षेत्र।

MAH-105-(iii)-प्रेमचंद

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

प्रेमचंद के जीवन, साहित्य, दर्शन और उनके साहित्यिक अवदान से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- प्रेमचंद के जीवन, साहित्य और दर्शन का बोध।
- प्रेमचंद के साहित्यिक अवदान की समझ।
- प्रेमचंद के कथा सरोकारों व मूल्यों का बोध।
- नवजागरण व राष्ट्रीय आंदोलन में हिंदी साहित्य के योगदान की समझ।

परीक्षा के लिए निर्देश

- **व्याख्या :** पाठ्यक्रम में निर्धारित रचनाओं में से दो पाठांश दिये जायेंगें। परीक्षार्थी को संदर्भ सहित एक की व्याख्या करनी होगी। प्रत्येक के लिए 8 अंक निर्धारित हैं।
- **पाठ बोध :** पाठ्यक्रम में निर्धारित रचनाओं में से एक पाठांश व उस पर आधारित चार प्रश्न दिये जाएंगे। परीक्षार्थी को पाठ के आधार पर उनके उत्तर देने होंगे। इसके लिए 8 अंक निर्धारित हैं।
- **आलोचनात्मक प्रश्न :** पाठ्यक्रम में निर्धारित विषयों में से छः आलोचनात्मक प्रश्न दिए जायेंगे। परीक्षार्थी को तीन प्रश्नों का आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक के लिए 12 अंक निर्धारित हैं।
- **लघु-उत्तरीय प्रश्न :** प्रेमचंद के समस्त साहित्य में से 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर (लगभग 200 शब्दों में) देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं। यह खंड कुल 20 अंक का होगा।
- **वस्तुनिष्ठ :** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्याकंन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

पाठ्यक्रम

(क) आलोचनात्मक प्रश्नों के लिए विषय

प्रेमचंद का जीवन और साहित्य; प्रेमचंद साहित्य और आदर्श व यथार्थ; प्रेमचंद साहित्य और किसान; प्रेमचंद साहित्य और राष्ट्रवाद; प्रेमचंद और गांधीवाद; प्रेमचंद और साम्राज्यवाद; प्रेमचंद साहित्य और सांप्रदायिक सद्भाव; प्रेमचंद साहित्य और नारी; प्रेमचंद साहित्य और

दलित प्रश्न; प्रेमचंद साहित्य का साहित्य चिंतन; प्रेमचंद का साहित्य पर प्रभाव; प्रेमचंद के साहित्य की प्रासंगिकता; प्रेमचंद की भाषा-शैली; पत्रकार प्रेमचंद; निबंधकार प्रेमचंद; उपन्यासकार प्रेमचंद; कहानीकार प्रेमचंद; नाटककार प्रेमचंद

(ख) व्याख्या के लिए

कहानियां (पूस की रात; कफन; ठाकुर का कुंआ; सवा सेर गेहूं; सद्गति; शतरंज के खिलाड़ी; बड़े भाई साहब; ईदगाह; रामलीला; लाटरी; दो बैलों की कथा; पंच परमेश्वर; गुल्ली डंडा; तेतर, समर यात्रा; नशा)

(ग) पाठ बोध के लिए

निबंध - (साहित्य का उद्देश्य; बच्चों को स्वाधीन बनाओ; मानसिक पराधीनता; उर्दू, हिंदी, हिंदुस्तानी; सांप्रदायिकता और संस्कृति; स्वराज्य के फायदे; महाजनी सभ्यता)

सहायक पुस्तकें

- प्रेमचंद घर में - शिवरानी देवी
- प्रेमचंद : एक विवेचन - इंद्रनाथ मदान
- प्रेमचंद और उनका युग - रामविलास शर्मा
- प्रेमचंद एवं भारतीय किसान - रामबक्ष
- प्रेमचंद : एक कला व्यक्तित्व - जैनेंद्र
- प्रेमचंद : चिंतन और कला - इंद्रनाथ मदान
- प्रेमचंद : साहित्यिक विवेचन - नंददुलारे वाजपेयी
- प्रेमचंद - गंगा प्रसाद विमल
- प्रेमचंद : कलम का सिपाही - अमृतराय
- प्रेमचंद के विचार - प्रेमचंद
- प्रेमचंद के उपन्यासों का शिल्प विधान - कमल किशोर गोयनका
- प्रेमचंद : साहित्यिक विवेचन - नंददुलारे वाजपेयी, लोकभारती प्रकाशन
- प्रेमचंद और भारतीय किसान- रामबक्ष, वाणी प्रकाशन, दिल्ली, 1983
- प्रेमचंद की किसानी कहानियां - अमित मनोज

MAH-105-(iv)-जयशंकर प्रसाद

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

जयशंकर प्रसाद के जीवन, साहित्य, दर्शन और उनके साहित्यिक अवदान से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- जयशंकर प्रसाद के जीवन, साहित्य और दर्शन का बोध।
- जयशंकर प्रसाद के साहित्यिक अवदान की समझ।
- जयशंकर प्रसाद के साहित्य सरोकारों व मूल्यों का बोध।
- नवजागरण व राष्ट्रीय आंदोलन में हिंदी साहित्य के योगदान की समझ।

परीक्षा के लिए निर्देश

- **व्याख्या :** पाठ्यक्रम में निर्धारित रचनाओं में से दो पाठांश दिये जायेंगें। परीक्षार्थी को संदर्भ सहित एक की व्याख्या करनी होगी। प्रत्येक के लिए 8 अंक निर्धारित हैं।
- **पाठ बोध :** पाठ्यक्रम में निर्धारित रचनाओं में से एक पाठांश व उस पर आधारित चार प्रश्न दिये जाएंगे। परीक्षार्थी को पाठ के आधार पर उनके उत्तर देने होंगे। इसके लिए 8 अंक निर्धारित हैं।
- **आलोचनात्मक प्रश्न :** पाठ्यक्रम में निर्धारित विषयों में से छः आलोचनात्मक प्रश्न दिए जायेंगे। परीक्षार्थी को तीन प्रश्नों का आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक के लिए 12 अंक निर्धारित हैं।
- **लघु-उत्तरीय प्रश्न :** जयशंकर प्रसाद के समस्त साहित्य में से 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर (लगभग 200 शब्दों में) देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं। यह खंड कुल 20 अंक का होगा।
- **वस्तुनिष्ठ :** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्यांकन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

(क) आलोचनात्मक प्रश्नों के लिए विषय

जयशंकर प्रसाद का जीवन और साहित्य; जयशंकर प्रसाद का साहित्य और राष्ट्रवाद ; जयशंकर प्रसाद का साहित्य और नारी; जयशंकर प्रसाद का साहित्य चिंतन;जयशंकर प्रसाद

का जीवन दर्शन; जयशंकर प्रसाद और भारतीय इतिहास; कवि जयशंकर प्रसाद; नाटककार जयशंकर प्रसाद; कहानीकार जयशंकर प्रसाद

(ख) व्याख्या के लिए

नाटक - चंद्रगुप्त

(ग) पाठ बोध के लिए

कहानियां - (गुंडा; आंधी; बिसाती; मधुआ; आकाशदीप; पुरस्कार)

सहायक पुस्तकें

- जयशंकर प्रसाद - नंददुलारे वाजपेयी
- नया साहित्य : नये प्रश्न - नंददुलारे वाजपेयी
- जयशंकर प्रसाद : वस्तु और कला - रामेश्वर खंडेलवाल
- प्रसाद का काव्य- प्रेमशंकर, भारती भण्डार, इलाहाबाद, 1961
- कामायनीः एक सह-चिन्तन, वचनदेव कुमार एवं दिनेश्वर प्रसाद, क्लासिक पब्लिशिंग कंपनी
- कामायनी-अनुशीलन - रामलाल सिंह, इण्डियन प्रैस, लिमिटेड, प्रयाग, 1975
- प्रसाद का साहित्य- प्रभाकर श्रोत्रिय, आत्माराम एंड सन्स, दिल्ली, 1975
- जयशंकर प्रसाद- रमेशचन्द्र शाह, साहित्य अकादमी, दिल्ली, 1977
- प्रसाद का गद्य साहित्य- राजमणि शर्मा, आत्माराम एंड सन्स, 1982
- प्रसाद : नाट्य और रंगमंच - गोबिन्द चातक, भारती प्रकाशन
- प्रसाद के नाटकों का शास्त्रीय अध्ययन - जगन्नाथ प्रसाद मिश्र
- जयशंकर प्रसाद - रमेश चंद्र शाह

MAH-105-(v)-सूर्यकांत त्रिपाठी निराला

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

सूर्यकांत त्रिपाठी निराला के जीवन, साहित्य, दर्शन और उनके साहित्यिक अवदान से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- सूर्यकांत त्रिपाठी निराला के जीवन, साहित्य और दर्शन का बोध।
- सूर्यकांत त्रिपाठी निराला के साहित्यिक अवदान की समझ।
- सूर्यकांत त्रिपाठी निराला के साहित्य सरोकारों व मूल्यों का बोध।
- नवजागरण व राष्ट्रीय आंदोलन में हिंदी साहित्य के योगदान की समझ।

परीक्षा के लिए निर्देश

- **व्याख्या :** पाठ्यक्रम में निर्धारित रचनाओं में से दो पाठांश दिये जायेंगें। परीक्षार्थी को संदर्भ सहित एक की व्याख्या करनी होगी। प्रत्येक के लिए 8 अंक निर्धारित हैं।
- **पाठ बोध :** पाठ्यक्रम में निर्धारित रचनाओं में से एक पाठांश व उस पर आधारित चार प्रश्न दिये जाएंगे। परीक्षार्थी को पाठ के आधार पर उनके उत्तर देने होंगे। इसके लिए 8 अंक निर्धारित हैं।
- **आलोचनात्मक प्रश्न :** पाठ्यक्रम में निर्धारित विषयों में से छः आलोचनात्मक प्रश्न दिए जायेंगे। परीक्षार्थी को तीन प्रश्नों का आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक के लिए 12 अंक निर्धारित हैं।
- **लघु-उत्तरीय प्रश्न :** निराला के समस्त साहित्य में से 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर (लगभग 200 शब्दों में) देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं। यह खंड कुल 20 अंक का होगा।
- **वस्तुनिष्ठ :** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्यांकन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

(क) आलोचनात्मक प्रश्नों के लिए विषय

निराला का जीवन और साहित्य; निराला साहित्य और राष्ट्रवाद; निराला साहित्य और नारी; निराला का साहित्य चिंतन; निराला और नवजागरण; निराला और राष्ट्रीय आंदोलन; निराला का परवर्ती साहित्य पर प्रभाव; निराला के साहित्य की प्रासंगिकता; कवि निराला; उपन्यासकार निराला; कहानीकार निराला; निबंधकार निराला।

(ख) व्याख्या के लिए

कविताएं - (जुही की कली; जागो फिर एक बार; बादल राग; तोड़ती पत्थर; स्नेह निर्झर बह गया है; जल्द जल्द पैर बढ़ाओ; झींगुर डटकर बोला; राजे ने अपनी रखवाली की; चर्खा चला ; कुकुरमुत्ता, बांधो न नाव इस ठांव बंधु)

(ग) पाठ बोध के लिए

उपन्यास - बिल्लेसुर बकरिहा

सहायक पुस्तकें

- महाकवि निराला - नंद दुलारे वाजपेयी
- निराला एक आत्महंता आस्था - दूधनाथ सिंह
- निराला की साहित्य साधना(भाग 1-3)- रामविलास शर्मा
- छायावाद - नामवर सिंह
- निराला - परमानंद श्रीवास्तव
- क्रांतिकारी कवि निराला - बच्चन सिंह
- निराला के पत्र - जानकी वल्लभ शास्त्री
- अनकहा निराला - जानकी वल्लभ शास्त्री
- हिंदी में छायावाद - मुकुटधर पांडेय
- महाकवि निरालाः काव्यकला- डॉ. विश्वम्भरनाथ उपाध्याय, सरस्वती पुस्तक सदन, आगरा
- महाप्राण निराला- गंगाप्रसाद पाण्डेय, साहित्यकार परिषद, प्रयाग
- महाकवि निराला - काव्यकला - विश्वम्भरनाथ उपाध्याय

सेमेस्टर - II

MAH-201-हिंदी साहित्य का इतिहास (आधुनिक काल)

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

हिंदी साहित्य के आधुनिक काल के इतिहास से परिचित करवाना। इतिहास दृष्टि विकसित करना।

पाठ्यक्रम के अपेक्षित परिणाम

- आधुनिक काल की हिंदी कविता के विकास का परिचय।
- आधुनिक हिंदी भाषा के निर्माण, हिंदी गद्य के उद्भव व विकास का बोध।
- आधुनिक काल के विभिन्न साहित्यिक आंदोलनों की जानकारी होगी।
- भारतीय राष्ट्रीय आंदोलन के संकल्पों और परिवर्तनों की पहचान होगी।

परीक्षा के लिए निर्देश

प्रश्न पत्र तीन खंडों में विभक्त होगा।

- **आलोचनात्मक प्रश्न -** निर्धारित पाठ्यक्रम की प्रत्येक इकाई से आंतरिक विकल्प सहित आलोचनात्मक प्रश्न पूछा जाएगा। प्रत्येक 12 अंकों का होगा। यह खंड कुल 48 अंक का होगा।
- **लघु-उत्तरीय प्रश्न -** निर्धारित पाठ्यक्रम में से 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर देना होगा। प्रत्येक का उत्तर लगभग 250 शब्दों में हो। प्रत्येक के लिए 6 अंक निर्धारित हैं। यह खंड कुल 24 अंक का होगा।
- **वस्तुनिष्ठ खंड -** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्यांकन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।
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पाठ्यक्रम

इकाई - 1 आधुनिक काल की पृष्ठभूमि और परिवेश, भारतीय नवजागरण, 1857 की क्रांति, भारतीय राष्ट्रीय आंदोलन का विकास, हिन्दी गद्य का उद्भव, भारतेंदु युगः प्रवृत्तियाँ और प्रमुख रचनाकार, द्विवेदी युगः प्रवृत्तियाँ और प्रमुख रचनाकार, राष्ट्रीय काव्यधाराः प्रवृत्तियाँ और प्रमुख कवि

इकाई - 2 छायावादी काव्य : प्रवृत्तियाँ और प्रमुख कवि, प्रगतिवादीः प्रवृत्तियाँ और प्रमुख कवि, प्रयोगवाद : प्रवृत्तियाँ और प्रमुख कवि, नयी कविता : प्रवृत्तियाँ और प्रमुख कवि और, हिन्दी नवगीत : प्रवृत्तियाँ और प्रमुख कवि, समकालीन कविता : प्रवृत्तियाँ और प्रमुख कवि

इकाई - 3 हिन्दी पत्रकारिता का विकास, हिन्दी उपन्यास का विकास और प्रमुख उपन्यासकार, हिन्दी कहानी का विकास और प्रमुख कहानीकार, हिन्दी नाटक का विकास और प्रमुख नाटककार, हिन्दी निबंध का विकास और प्रमुख निबंधकार, हिन्दी आलोचना का विकास और प्रमुख आलोचक, हिंदी संस्मरण साहित्य का विकास, हिंदी रेखाचित्र साहित्य का विकास

इकाई - 4 हिंदी आत्मकथा का विकास, हिंदी जीवनी साहित्य का विकास, हिंदी डायरी साहित्य का विकास, हिंदी यात्रा साहित्य का विकास, हिंदी रिपोर्ताज साहित्य का विकास, स्त्री विमर्श और साहित्य का परिचय, दलित विमर्श और साहित्य का परिचय, आदिवासी विमर्श और साहित्य का परिचय, उर्दू साहित्य का संक्षिप्त परिचय

सन्दर्भ पुस्तकें

- हिन्दी साहित्य का इतिहास, रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, काशी, 1961
- हिन्दी साहित्य का इतिहास (स. नगेन्द्र), नेशनल पब्लिशिंग हाऊस, दिल्ली, 1973
- हिन्दी साहित्य का वैज्ञानिक इतिहास, गणपतिचन्द्र गुप्त, लोकभारती प्रकाशन
- हिन्दी साहित्य का दूसरा इतिहास, बच्चन सिंह, राधाकृष्ण प्रकाशन
- हिन्दी गद्य साहित्य का विकास एवं विश्लेषणात्मक अध्ययन - विजयमोहन सिंह, भारतीय ज्ञानपीठ
- आधुनिक हिंदी साहित्य की प्रवृत्तियां - नामवर सिंह
- हिंदी उपन्यास - गोपाल राय
- हिंदी आलोचना - निर्मला जैन
- हिंदी आलोचना - विश्वनाथ त्रिपाठी
- हिंदी उपन्यास - एक अंतर्यात्रा - रामदरश मिश्र
- हिंदी कहानीः प्रकृति और संदर्भ - देवीशंकर अवस्थी
- हिंदी का गद्य साहित्य - रामचंद्र तिवारी
- हिंदी नवगीतः उद्भव और विकास - राजेंद्र गौतम

MAH-202-छायावादोत्तर कविता

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

आधुनिक कविता से परिचय

पाठ्यक्रम के अपेक्षित परिणाम

- छायावादोत्तर हिंदी कविता की विभिन्न धाराओं की विशिष्टता की समझ।
- छायावादोत्तर हिंदी कविता के प्रमुख हस्ताक्षरों की कविता से परिचय।
- कविता अध्ययन की आलोचना की दृष्टि का विकास।
- स्वतंत्रता के बाद की काव्य चेतना के विविध आयामों की समझ।

परीक्षा के लिए निर्देश

- **व्याख्या :** पाठ्यक्रम में निर्धारित रचनाओं में से चार पाठांश दिए जाएंगे। परीक्षार्थी को संदर्भ सहित दो व्याख्या करनी होगी। प्रत्येक के लिए 8 अंक निर्धारित हैं। यह खंड कुल 16 अंक का होगा।
- **आलोचनात्मक प्रश्न :** पाठ्यक्रम में निर्धारित प्रत्येक रचना से आंतरिक विकल्प सहित रचनाओं की मूल संवेदना, विषयवस्तु, सामाजिक सरोकार, कलागत वैशिष्ट्य, प्रासंगिकता आदि से संबंधित एक-एक प्रश्न दिया जाएगा। परीक्षार्थी को आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक के लिए 12 अंक निर्धारित हैं। यह खंड कुल 36 अंक का होगा।
- **लघु-उत्तरीय प्रश्न :** द्रुत पाठ के लिए निर्धारित रचनाकारों व उनकी रचनाओं की मूल संवेदना पर केंद्रित 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर (लगभग 200 शब्दों में) देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं। यह खंड कुल 20 अंक का होगा।
- **वस्तुनिष्ठ :** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्यांकन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

पाठ्यक्रम

(क) व्याख्या एवं आलोचनात्मक प्रश्नों के लिए

अज्ञेय - असाध्य वीणा,

मुक्तिबोध - अंधेरे में

कुंवरनारायण - आत्मजयी (वाजश्रवा, नचिकेता, वाजश्रवा का क्रोध, नचिकेता का विषाद)

(ख) द्रुत पाठ के लिए

नागार्जुन - कालिदास, बादल को घिरते देखा है, अकाल और उसके बाद।
त्रिलोचन - उस जनपद का कवि हूँ मैं, चम्पा काले काले अच्छर नहीं चीन्हती, नगई महरा
शमशेर बहादुर सिंह - बात बोलेगी, अमन का राग, एक पीली शाम,
धूमिल - मोचीराम, रोटी और संसद, अकाल दर्शन।
रघुवीर सहाय - रामदास, आत्महत्या के विरुद्ध, स्वच्छन्द लेखक।
भवानी प्रसाद मिश्र - गीतफरोश, सतपुड़ा के जंगल।

सहायक पुस्तकें

- कविता के नए प्रतिमान - नामवर सिंह
- आधुनिक हिंदी कविता - विश्वनाथ प्रसाद तिवारी
- समकालीन कविता का यथार्थ - परमानंद श्रीवास्तव
- कवियों का कवि शमशेर - रंजना अरगड़े
- अज्ञेय और नई कविता -चंद्रकला त्रिपाठी
- साहित्य और समय - अवधेश प्रधान
- आधुनिक हिंदी साहित्य की प्रवृत्तियां - नामवर सिंह
- मुक्तिबोध की रचना-प्रक्रिया - अशोक चक्रधर
- नागार्जुन की कविता - अजय तिवारी
- मुक्तिबोधः कविता और जीवन विवेक - चंद्रकांत देवताले
- समकालीन कविताः प्रश्न और जिज्ञासा - आनन्द प्रकाश
- त्रिलोचन - रेवतीरमण
- सर्वेश्वरदयाल सक्सेना - कृष्णदत्त पालीवाल
- कुंवरनारायणः उपस्थिति - सं. यतींद्र मिश्र

MAH-203-हिंदी नाटक

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

हिंदी नाटक व रंगमंच से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- हिंदी नाटक के प्रमुख हस्ताक्षरों के नाटकों से परिचय।
- हिंदी रंगकर्म के विभिन्न पहलुओं का बोध।
- नाटक व रंगमंचीय अध्ययन की आलोचना की दृष्टि का विकास।
- नाटक लेखन व उसके प्रस्तुतीकरण के विविध पहलुओं के बारे में समझ विकसित होगी।

परीक्षा के लिए निर्देश

- **व्याख्या :** पाठ्यक्रम में निर्धारित रचनाओं में से दो पाठांश दिए जायेंगें। परीक्षार्थी को एक की संदर्भ सहित व्याख्या करनी होगी। इसके लिए 8 अंक निर्धारित हैं।
- **पाठ बोध :** पाठ्यक्रम में निर्धारित रचनाओं में से एक पाठांश व उस पर आधारित चार प्रश्न दिये जाएंगे। परीक्षार्थी को पाठ के आधार पर उनके उत्तर देने होंगे। इसके लिए 8 अंक निर्धारित हैं।
- **आलोचनात्मक प्रश्न :** पाठ्यक्रम में निर्धारित प्रत्येक रचना से आंतरिक विकल्प सहित रचनाओं की मूल संवेदना, विषयवस्तु, सामाजिक सरोकार, कलागत वैशिष्ट्य, प्रासंगिकता आदि से संबंधित एक-एक प्रश्न दिया जाएगा। परीक्षार्थी को आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक के लिए 12 अंक निर्धारित हैं। यह खंड कुल 36 अंक का होगा।
- **लघु-उत्तरीय प्रश्न :** द्रुत पाठ के लिए निर्धारित रचनाकारों व उनकी रचनाओं की मूल संवेदना पर केंद्रित 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर (लगभग 200 शब्दों में) देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं। यह खंड कुल 20 अंक का होगा। का होगा।
- **वस्तुनिष्ठ :** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्यांकन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

पाठ्यक्रम

(क) आलोचनात्मक प्रश्नों के लिए

धर्मवीर भारती - अंधा युग

मोहन राकेश - आषाढ़ का एक दिन

शंकर शेष - एक और द्रोणाचार्य

(ख) द्रुत पाठ के लिए

पारसी थियेटर, भारतेंदु हरिश्चंद्र - अंधेर नगरी, जयशंकर प्रसाद - ध्रुव स्वामिनी, सर्वेश्वरदयाल सक्सेना - बकरी, , हबीब तनवीर - आगरा बाजार, जगदीश चंद्र - कोणार्क, स्वदेश दीपक - कोर्ट मार्शल, असगर वजाहत - जिन लाहौर नीं वेख्या ओ जम्या ही नीं

सहायक पुस्तकें

- हिंदी नाटक का उद्भव और विकास - दशरथ ओझा
- नाट्यशास्त्र - राधा वल्लभ त्रिपाठी
- रंगदर्शन - नेमिचंद्र जैन
- रंगमंच और हिंदी नाटक - लक्ष्मीनारायण लाल
- हिंदी नाटक - बच्चन सिंह
- हिंदी नाटकः आज एवं कल - जयदेव तनेजा
- भारतीय नाट्य साहित्य - नगेंद्र
- हिन्दी नाटक का आत्मसंघर्ष - गिरीष रस्तोगी
- आधुनिक हिन्दी नाटक और रंगमंच - नेमिचंद जैन
- हिन्दी नाटक : समाजशास्त्रीय अध्ययन - सीताराम झा 'श्याम'
- मोहन राकेश और उनके नाटक - गिरीश रस्तोगी, लोकभारती प्रकाशन
- आधुनिक नाटक का अग्रदूत मोहन राकेश- गोविन्द चातक, लोकभारती प्रकाशन
- हिन्दी नाटक : मिथक और यथार्थ - रमेश गौतम
- आज के रंग नाटक - इब्राहिम अल्काज़ी

MAH-204-हिंदी पत्रकारिता और जनसंचार

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

हिंदी पत्रकारिता के स्वरूप, विकास तथा मीडिया के विविध पहलुओं से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- हिंदी पत्रकारिता के विकास की समझ।
- जनसंचार के सिद्धांतों व व्यवहारिक पहलुओं की समझ।
- जनसंचार के प्रिंट माध्यमों के लिए लेखन की क्षमता में अभिवृद्धि।
- जनसंचार के इलेक्ट्रोनिक व इंटरनेट के लिए लेखन की क्षमता में अभिवृद्धि।

परीक्षा के लिए निर्देश

- **आलोचनात्मक प्रश्न :** पाठ्यक्रम में निर्धारित आलोचनात्मक प्रश्नों की प्रत्येक इकाई से आंतरिक विकल्प सहित आलोचनात्मक प्रश्न पूछा जाएगा। परीक्षार्थी को आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक के लिए 12 अंक निर्धारित हैं। यह खंड कुल 48 अंक का होगा।
- **लघु-उत्तरीय प्रश्न :** निर्धारित पाठ्यक्रम में से 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर (लगभग 250 शब्दों में) देना होगा। प्रत्येक के लिए 6 अंक निर्धारित हैं। यह खंड कुल 24 अंक का होगा।
- **वस्तुनिष्ठ :** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्यांकन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।
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पाठ्यक्रम

(क) आलोचनात्मक प्रश्नों के लिए

इकाई -1. पत्रकारिता का स्वरूप, हिंदी पत्रकारिता का विकास, हिंदी पत्रकारिता और नवजागरण, हिंदी पत्रकारिता और राष्ट्रीय आंदोलन, हिंदी पत्रकारिता और हिंदी भाषा, हिंदी पत्रकारिता और हिंदी साहित्य, हिंदी की प्रमुख साहित्यिक पत्रिकाएं, हिंदी के प्रमुख साहित्यिक पत्रकार।

इकाई -2. संपादन : अवधारणा और उद्देश्य, संपादकीय लेखन के तत्व, मुद्रण (प्रिंट) माध्यमों की भाषा, प्रिंट माध्यम की साज-सज्जा व दृश्य सामग्री, प्रिंट माध्यम लेखन - (फीचर, साक्षात्कार, फिल्म व पुस्तक समीक्षा)

इकाई - 3. इलेक्ट्रोनिक माध्यमों की भाषा की प्रकृति, साहित्य विधाओं का दृश्य माध्यमों में रूपातरण, दृश्य-श्रव्य सामग्री का सामंजस्य (पार्श्व वाचन, वॉयस ओवर), दृश्य-श्रव्य माध्यम लेखन (रेडियो, फिल्म पटकथा लेखन, टेलीविजन पटकथा लेखन), इलेक्ट्रोनिक माध्यमों में सामग्री प्रस्तुतिकरण व एंकरिंग।

इकाई - 4. इंटरनेट पत्रकारिता, ब्लॉग, हिंदी के प्रमुख वेब पोर्टल, सोशल मीडिया लेखनः समस्याएं, चुनौतियां व संभावनाएं।

सहायक पुस्तकें

- मीडिया लेखन के सिद्धांत - डा. एन सी पंत
- मीडिया विमर्श - रामशरण जोशी
- मीडिया भाषा और संस्कृति - कमलेश्वर
- रेडियो लेखन - राजेंद्र मिश्र
- हिन्दी पत्रकारिता- कृष्ण बिहारी मिश्र, भारतीय ज्ञानपीठ प्रकाशन, दिल्ली, 1969
- हिन्दी पत्रकारिता इतिहास एवं स्वरूप- शिवकुमार दुबे, परिमल प्रकाशन, इलाहाबाद, 1993
- भारतीय समाचार पत्रों का इतिहास- जेफ्रीरोबिन्स
- संस्कृति उद्योग- टी. डब्ल्यू एडोर्नो
- टेलीविजन की कहानी - श्याम कश्यप, मुकेश कुमार, राजकमल प्रकाशन, दिल्ली
- पत्रकारिता : परिवेश औ प्रवृत्तियां- डॉ. पृथ्वीनाथ पाण्डेय, राजकमल प्रकाशन
- इंटरनेट पत्रकारिता - सुरेश कुमार, तक्षशिला प्रकाशन, दिल्ली
- इलेक्ट्रॉनिक पत्रकारिता - डॉ. अजय कुमार सिंह, लोक भारती प्रकाशन, इलाहाबाद
- भारतीय इलेक्ट्रोनिक मीडिया - देवव्रत सिंह
- न्यू मीडिया इंटरनेट की भाषायी चुनौतियां और संभावनाएं - आर. अनुराधा
- हिंदी पत्रकारिता के इतिहास की भूमिका - जगदीशवर चतुर्वेदी

MAH-205-(i)-हीरानंद सच्चिदानंद वात्स्यायन 'अज्ञेय'

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

हीरानंद सच्चिदानंद वात्स्यायन 'अज्ञेय' के जीवन, साहित्य, दर्शन और उनके साहित्यिक अवदान से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- हीरानंद सच्चिदानंद वात्स्यायन 'अज्ञेय' के जीवन, साहित्य और दर्शन का परिचय।
- हीरानंद सच्चिदानंद वात्स्यायन 'अज्ञेय' के साहित्यिक अवदान की समझ।
- हीरानंद सच्चिदानंद वात्स्यायन 'अज्ञेय' के साहित्य सरोकारों व मूल्यों का बोध।
- हीरानंद सच्चिदानंद वात्स्यायन 'अज्ञेय' की कविता, कहानियों तथा साहित्य चिंतन की विशिष्टता का बोध।

परीक्षा के लिए निर्देश

- **व्याख्या :** पाठ्यक्रम में निर्धारित रचनाओं में से दो पाठांश दिये जायेंगें। परीक्षार्थी को संदर्भ सहित एक की व्याख्या करनी होगी। प्रत्येक के लिए 8 अंक निर्धारित हैं।
- **पाठ बोध :** पाठ्यक्रम में निर्धारित रचनाओं में से एक पाठांश व उस पर आधारित चार प्रश्न दिये जाएंगे। परीक्षार्थी को पाठ के आधार पर उनके उत्तर देने होंगे। इसके लिए 8 अंक निर्धारित हैं।
- **आलोचनात्मक प्रश्न :** पाठ्यक्रम में निर्धारित विषयों में से छः आलोचनात्मक प्रश्न दिए जायेंगे। परीक्षार्थी को तीन प्रश्नों का आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक के लिए 12 अंक निर्धारित हैं।
- **लघु-उत्तरीय प्रश्न :** अज्ञेय के समस्त साहित्य में से 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर (लगभग 200 शब्दों में) देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं। यह खंड कुल 20 अंक का होगा।
- **वस्तुनिष्ठ :** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्याकंन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

(क) आलोचनात्मक प्रश्नों के लिए विषय

अज्ञेय का जीवन और साहित्य; अज्ञेय का सामाजिक-सांस्कृतिक परिवेश; अज्ञेय का साहित्यिक अवदान; अज्ञेय का साहित्य चिंतन; अज्ञेय साहित्य की प्रासंगिकता; अज्ञेय का साहित्य और भारत विभाजन की त्रासदी; अज्ञेय के सामाजिक-राजनीतिक विचार; अज्ञेय और

मध्यवर्ग; अज्ञेय की भाषा; कवि अज्ञेय; उपन्यासकार अज्ञेय; कहानीकार अज्ञेय; निबंधकार अज्ञेय; यात्री अज्ञेय।

(ख) व्याख्या के लिए

कविता - कितनी नावों में कितनी बार (प्रारंभ की 15 कविताएं)

(ग) पाठ बोध के लिए

यात्रा वृतांत - अरे यायावर रहेगा याद (परशुराम से तूरखम)

सहायक पुस्तकें

- सर्जना और संदर्भ - अज्ञेय
- अज्ञेय और रचना की समस्या - रामस्वरूप चतुर्वेदी
- अज्ञेय का कथा साहित्य - ओम प्रभाकर
- अज्ञेय होने का अर्थ - कृष्णदत्त पालीवाल
- अज्ञेय का कवि कर्म - रमेश चंद्र शाह
- अज्ञेय और आधुनिक रचना का समस्या - डा. रामस्वरूप चतुर्वेदी
- अज्ञेय की काव्य तितीर्षा - नंदकिशोर आचार्य
- अपने-अपने अज्ञेय - ओम थानवी
- अज्ञेय : स्मृतियों के झरोखे से - डॉ. नीलम ऋषिकल्प
- अज्ञेय : एक अध्ययन - भोलाभाई पटेल
- अज्ञेय : कवि का कर्म - रमेशचन्द्र शाह
- सर्वेश्वर, मुक्तबोध और अज्ञेय - डॉ. कृपाशंकर पांडेय
- शिखर से सागर तक (अज्ञेय जीवनी) - रामकमल राय
- अज्ञेय का संसार : शब्द और सत्य - अशोक वाजपेयी

MAH-205-(ii)-मुक्तिबोध

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

मुक्तिबोध के जीवन, साहित्य, दर्शन और उनके साहित्यिक अवदान से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- मुक्तिबोध के जीवन, साहित्य और दर्शन का परिचय।
- मुक्तिबोध के साहित्यिक अवदान की समझ।
- मुक्तिबोध के साहित्य सरोकारों व मूल्यों का बोध।
- मुक्तिबोध की कविता, कहानियों तथा साहित्य चिंतन की विशिष्टता का बोध।

परीक्षा के लिए निर्देश

- **व्याख्या :** पाठ्यक्रम में निर्धारित रचनाओं में से दो पाठांश दिये जायेंगें। परीक्षार्थी को संदर्भ सहित एक की व्याख्या करनी होगी। प्रत्येक के लिए 8 अंक निर्धारित हैं।
- **पाठ बोध :** पाठ्यक्रम में निर्धारित रचनाओं में से एक पाठांश व उस पर आधारित चार प्रश्न दिये जाएंगे। परीक्षार्थी को पाठ के आधार पर उनके उत्तर देने होंगे। इसके लिए 8 अंक निर्धारित हैं।
- **आलोचनात्मक प्रश्न :** पाठ्यक्रम में निर्धारित विषयों में से छः आलोचनात्मक प्रश्न दिए जायेंगे। परीक्षार्थी को तीन प्रश्नों का आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक के लिए 12 अंक निर्धारित हैं।
- **लघु-उत्तरीय प्रश्न :** मुक्तिबोध के समस्त साहित्य में से 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर (लगभग 200 शब्दों में) देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं। यह खंड कुल 20 अंक का होगा।
- **वस्तुनिष्ठ :** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्याकंन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

(क) आलोचनात्मक प्रश्नों के लिए विषय

मुक्तिबोध का जीवन और साहित्य; मुक्तिबोध का सामाजिक-सांस्कृतिक परिवेश; मुक्तिबोध का साहित्यिक अवदान; मुक्तिबोध का परवर्ती साहित्य पर प्रभाव; मुक्तिबोध का साहित्य चिंतन; मुक्तिबोध और मध्यवर्ग; मुक्तिबोध की रचना प्रक्रिया; मुक्तिबोध के सामाजिक-राजनीतिक विचार; मुक्तिबोध का साहित्य मिथक; मुक्तिबोध का साहित्य और फैंटेसी;

मुक्तिबोध की कलागत विशेषताएं; मुक्तिबोध की भाषा; कवि मुक्तिबोध; कहानीकार मुक्तिबोध; निबंधकार मुक्तिबोध; उपन्यासकार मुक्तिबोध।

(ख) व्याख्या के लिए

कविता - (मैं तुम लोगों से बहुत दूर हूं, शून्य, मुझे कदम कदम पर, जन जन का चेहरा एक, भूल गलती, चांद का मुंह टेढ़ा है, पूंजीवादी समाज के प्रति, कवियों का पाप,)

(ग) पाठ बोध के लिए

निबंध - साहित्य के दृष्टिकोण, काव्य की रचना-प्रक्रियाःएक व दो, मध्ययुगीन भक्ति आंदोलन का एक पहलू, जनता का साहित्य किसे कहते हैं। (संदर्भ पुस्तकः डबरे पर सूरज का बिंब - सं. चंद्रकांत देवताले)

सहायक पुस्तकें

- मुक्तिबोध रचनावली - मुक्तिबोध
- एक साहित्यिक की डायरी - मुक्तिबोध
- डबरे पर सूरज का बिंब - सं. चंद्रकांत देवताले
- कविता के नए प्रतिमान - नामवर सिंह
- नयी कविता और अस्तित्ववाद - रामविलास शर्मा
- मुक्तिबोध : प्रतिबद्ध काव्यकला के प्रतीक - चंचल चौहान
- मुक्तिबोध की काव्य प्रक्रिया - अशोक चक्रधर
- मुक्तिबोध: ज्ञान औऱ संवेदना - नंद किशोर नवल
- फीचर फिल्म - सतह से उठता आदमी
- मुक्तिबोध की आत्मकथा - श्रीकांत वर्मा
- मुक्तिबोध प्रतिबद्ध कला के प्रतीक - चंचल चौहान, पांडुलिपि प्रकाशन

MAH-205-(iii)- आचार्य हजारी प्रसाद द्विवेदी

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

आचार्य हजारी प्रसाद द्विवेदी के जीवन, साहित्य, दर्शन और उनके साहित्यिक अवदान से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- आचार्य हजारी प्रसाद द्विवेदी के जीवन, साहित्य और दर्शन का परिचय।
- आचार्य हजारी प्रसाद द्विवेदी के साहित्यिक अवदान की समझ।
- आचार्य हजारी प्रसाद द्विवेदी के साहित्य सरोकारों व मूल्यों का बोध।
- आचार्य हजारी प्रसाद द्विवेदी के उपन्यासों,निबंधों व साहित्य चिंतन की विशिष्टता का बोध।

परीक्षा के लिए निर्देश

- **व्याख्या :** पाठ्यक्रम में निर्धारित रचनाओं में से दो पाठांश दिये जायेंगें। परीक्षार्थी को संदर्भ सहित एक की व्याख्या करनी होगी। प्रत्येक के लिए 8 अंक निर्धारित हैं।
- **पाठ बोध :** पाठ्यक्रम में निर्धारित रचनाओं में से एक पाठांश व उस पर आधारित चार प्रश्न दिये जाएंगे। परीक्षार्थी को पाठ के आधार पर उनके उत्तर देने होंगे। इसके लिए 8 अंक निर्धारित हैं।
- **आलोचनात्मक प्रश्न :** पाठ्यक्रम में निर्धारित विषयों में से छः आलोचनात्मक प्रश्न दिए जायेंगे। परीक्षार्थी को तीन प्रश्नों का आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक के लिए 12 अंक निर्धारित हैं।
- **लघु-उत्तरीय प्रश्न :** आचार्य हजारीप्रसाद द्विवेदी के समस्त साहित्य में से 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर (लगभग 200 शब्दों में) देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं। यह खंड कुल 20 अंक का होगा।
- **वस्तुनिष्ठ :** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्याकंन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

(क) आलोचनात्मक प्रश्नों के लिए विषय

आचार्य हजारीप्रसाद द्विवेदी का जीवन और साहित्य; हजारीप्रसाद द्विवेदी का सामाजिक-सांस्कृतिक परिवेश; आचार्य हजारीप्रसाद द्विवेदी का साहित्यिक अवदान; आचार्य हजारीप्रसाद द्विवेदी की प्रासंगिकता; आचार्य हजारीप्रसाद द्विवेदी का साहित्य चिंतन; आचार्य हजारीप्रसाद द्विवेदी का साहित्य पर प्रभाव; आचार्य हजारीप्रसाद द्विवेदी की भाषा; आलोचक हजारीप्रसाद

द्विवेदी; उपन्यासकार हजारीप्रसाद द्विवेदी; इतिहासकार हजारीप्रसाद द्विवेदी; निबंधकार हजारीप्रसाद द्विवेदी

(ख) व्याख्या के लिए

निबंध-संग्रह - अशोक के फूल

(ग) पाठ बोध के लिए

उपन्यास - बाणभट्ट की आत्मकथा

सहायक पुस्तकें

- शांति निकेतन से शिवालिक - सं. शिवप्रसाद सिंह
- दूसरी परंपरा की खोज - नामवर सिंह
- हजारी प्रसाद द्विवेदी (संकलित निबंध) - नामवर सिंह
- हजारी प्रसाद द्विवेदी - स. विश्वनाथ त्रिपाठी
- आचार्य हजारी प्रसाद द्विवेदी का साहित्य - चौथीराम यादव
- आचार्य हजारी प्रसाद द्विवेदी - व्यक्तित्व एवं कृतित्व - गणपतिचंद्र गुप्त
- व्योमकेश दरवेश - विश्वनाथ त्रिपाठी
- हजारी प्रसाद द्विवेदी-जन्मशती अंक, इन्द्रप्रस्थ भारती जनवरी-मार्च 2007
- उपन्यासकार आचार्य हजारी प्रसाद द्विवेदी - त्रिभुवन सिंह
- दस्तावेज 5/6 (हजारी प्रसाद स्मृति अंक) - सं. विश्वनाथ प्रसाद तिवारी
- आकाशधर्मी आचार्य हजारी प्रसाद द्विवेदी - हीरालाल बोछोतीया, किताबघर प्रकाशन
- आचार्य हजारी प्रसाद द्विवेदी के उपन्यास - पल्लवी श्रीवास्तव

MAH-205-(iv)-भीष्म साहनी

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

भीष्म साहनी के जीवन, साहित्य, दर्शन और उनके साहित्यिक अवदान से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- भीष्म साहनी के जीवन, साहित्य और दर्शन का परिचय।
- भीष्म साहनी के साहित्यिक अवदान की समझ।
- भीष्म साहनी के साहित्य सरोकारों व मूल्यों का बोध।
- भीष्म साहनी के उपन्यासों, कहानियों, नाटकों व साहित्य चिंतन की विशिष्टता का बोध।

परीक्षा के लिए निर्देश

- **व्याख्या :** पाठ्यक्रम में निर्धारित रचनाओं में से दो पाठांश दिये जायेंगें। परीक्षार्थी को संदर्भ सहित एक की व्याख्या करनी होगी। प्रत्येक के लिए 8 अंक निर्धारित हैं।
- **पाठ बोध :** पाठ्यक्रम में निर्धारित रचनाओं में से एक पाठांश व उस पर आधारित चार प्रश्न दिये जाएंगे। परीक्षार्थी को पाठ के आधार पर उनके उत्तर देने होंगे। इसके लिए 8 अंक निर्धारित हैं।
- **आलोचनात्मक प्रश्न :** पाठ्यक्रम में निर्धारित विषयों में से छः आलोचनात्मक प्रश्न दिए जायेंगे। परीक्षार्थी को तीन प्रश्नों का आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक के लिए 12 अंक निर्धारित हैं।
- **लघु-उत्तरीय प्रश्न :** भीष्म साहनी के समस्त साहित्य में से 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर (लगभग 200 शब्दों में) देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं। यह खंड कुल 20 अंक का होगा।
- **वस्तुनिष्ठ :** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्यांकन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

(क) आलोचनात्मक प्रश्नों के लिए विषय

भीष्म साहनी का जीवन और साहित्य; भीष्म साहनी का सामाजिक-सांस्कृतिक परिवेश; भीष्म साहनी का साहित्यिक अवदान; भीष्म साहनी का साहित्य चिंतन; भीष्म साहनी का साहित्य और विभाजन की त्रासदी; भीष्म साहनी का सामाजिक-राजनीतिक विचार; भीष्म साहनी का साहित्य और मध्यवर्ग; भीष्म साहनी का साहित्य और स्त्री-मुक्ति; भीष्म साहनी का साहित्य

और कलाकार की स्वतंत्रता; कहानीकार भीष्म साहनी; उपन्यासकार भीष्म साहनी; नाटककार भीष्म साहनी।

(ख) व्याख्या के लिए

नाटक - कबिरा खड़ा बजार में

(ग) पाठ बोध के लिए

कहानियां - (चीफ की दावत; वॉङचू; अमृतसर आ गया है; खिलौने; साग-मीट; समाधि भाई रामसिंह; लीला नंदलाल की; गंगो का जाया; माता-विमाता; सिफारिशी चिट्ठी)

सहायक पुस्तकें

- भीष्म साहनी; मेरी प्रिय कहानियां; राजपाल एंड संस; दिल्ली।
- आज के अतीत - भीष्म साहनी
- होना भीष्म साहनी का - मधुरेश; साहित्य भंडार; इलाहाबाद
- भीष्म साहनी विशेषांक (ताकि इंसान अच्छा बने; दुनिया खूबसूरत हो) - उद्भावना
- भीष्म साहनी के साहित्य सरोकार - राम विनय शर्मा; नयी किताब प्रकाशन
- भीष्म साहनी - श्याम कश्यप; वाणी प्रकाशन
- फिर से तमस (साहनी विशेषांक) - बनास जन
- हिन्दी उपन्यास को नयी जमीन (साहनी विशेषांक) - बनास जन
- भीष्म साहनी विशेषांक - सं. प्रो. के. वनेजा; अनुशीलन अंक- 43; जुलाई 2015
- भीष्म साहनीः साहित्य और जीवन दर्शन - सुभाष चंद्र
- भीष्म साहनी जन्म शताब्दी विशेषांक - बनास जन; पत्रिका
- भीष्म साहनी विशेषांक उद्भावना; पत्रिका

MAH-205-(v)-मोहन राकेश

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

मोहन राकेश के जीवन साहित्य, दर्शन और उनके साहित्यिक अवदान से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- मोहन राकेश के जीवन, साहित्य और दर्शन का परिचय।
- मोहन राकेश के साहित्यिक अवदान की समझ।
- मोहन राकेश के साहित्य सरोकारों व मूल्यों का बोध।
- मोहन राकेश के उपन्यासों, नाटकों व साहित्य चिंतन की विशिष्टता का बोध।

परीक्षा के लिए निर्देश

- **व्याख्या :** पाठ्यक्रम में निर्धारित रचनाओं में से दो पाठांश दिये जायेंगें। परीक्षार्थी को संदर्भ सहित एक की व्याख्या करनी होगी। प्रत्येक के लिए 8 अंक निर्धारित हैं।
- **पाठ बोध :** पाठ्यक्रम में निर्धारित रचनाओं में से एक पाठांश व उस पर आधारित चार प्रश्न दिये जाएंगे। परीक्षार्थी को पाठ के आधार पर उनके उत्तर देने होंगे। इसके लिए 8 अंक निर्धारित हैं।
- **आलोचनात्मक प्रश्न :** पाठ्यक्रम में निर्धारित विषयों में से छः आलोचनात्मक प्रश्न दिए जायेंगे। परीक्षार्थी को तीन प्रश्नों का आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक के लिए 12 अंक निर्धारित हैं।
- **लघु-उत्तरीय प्रश्न :** मोहन राकेश के समस्त साहित्य में से 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर (लगभग 200 शब्दों में) देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं। यह खंड कुल 20 अंक का होगा।
- **वस्तुनिष्ठ :** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्याकंन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

(क) आलोचनात्मक प्रश्नों के लिए विषय

मोहन राकेश का जीवन और साहित्य; मोहन राकेश का सामाजिक-सांस्कृतिक परिवेश; मोहन राकेश का साहित्यिक अवदान; मोहन राकेश का साहित्य चिंतन; मोहन राकेश का साहित्य और विभाजन की त्रासदी; मोहन राकेश के सामाजिक-राजनीतिक विचार; मोहन राकेश का साहित्य और मध्यवर्ग; मोहन राकेश का साहित्य और स्त्री-मुक्ति; मोहन राकेश का साहित्य

और कलाकार की स्वतंत्रता; नाटककार मोहन राकेश; कहानीकार मोहन राकेश; उपन्यासकार मोहन राकेश।

(ख) व्याख्या के लिए

नाटक - आधे अधूरे

(ग) पाठ बोध के लिए

कहानियां - (मिस पाल; आर्द्रा; मलबे का मालिक; एक और जिंदगी; जानवर और जानवर)

सहायक पुस्तकें

- नाटककार मोहन राकेश संवाद शिल्प - प्रो. मदन लाल, दिनमान प्रकाशन
- मेरा हमदम : मेरा दोस्त - कमलेश्वर, जागृति प्रकाशन
- मोहन राकेश की संपूर्ण कहानियां - कमलेश्वर, राजपाल एंड सन्स
- मोहन राकेश स्मृति विशेषांक - धनंजय वर्मा, सारिका, मार्च 1973
- कहानीकार मोहन राकेश - डॉ. सुषमा अग्रवाल
- अपने नाटकों के दायरे में मोहन राकेश - तिलकराज शर्मा, आर्य बुक डिपो
- आधुनिक हिन्दी नाटक का मसीहा मोहन राकेश - डॉ. गोविन्द चातक, इन्द्रप्रस्थ प्रकाशन
- मोहन राकेश की डायरी - सं. अनीता राकेश, राजपाल एंड सन्स
- मोहन राकेश और उनका साहित्य - डॉ. निलम फारूकी
- मोहन राकेश का समग्र साहित्य - डॉ. सुरेशचन्द्र चुलकीमठ, आर्य प्रकाशन मंडल
- आधुनिकता और मोहन राकेश - डॉ. उर्मिला मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी
- मोहन राकेश की रंग सृष्टि - जगदीश शर्मा, राधाकृष्णन प्रकाशन
- मोहन राकेश और उनका साहित्य - कविता शनवारे, विकास प्रकाशन, जयपुर

MAH-206-हिंदी भाषा के विविध अनुप्रयोग

क्रेडिट - 2 **कुल अंक 50**

समय 2 घंटे, **परीक्षा अंक - 40, आंतरिक मूल्यांकन - 10**

पाठ्यक्रम का उद्देश्य

हिंदी भाषा के विविध प्रयोगों से परिचित कराना। हिंदी भाषा के विकास, विविध रूप व प्रयोजनमूलकता से परिचित करवाना।

पाठ्यक्रम के अपेक्षित परिणाम

- हिंदी भाषा के विकास की जानकारी।
- हिंदी भाषा के विविध प्रयोग की क्षमता में वृद्धि।
- हिंदी भाषा के विकास व उसकी बोलियों का ज्ञान होगा
- अनुवाद व प्रयोजनमूलक हिंदी से परिचय।

परीक्षा के लिए निर्देश

- **समीक्षात्मक प्रश्न-** निर्धारित पाठ्यक्रम से चार प्रश्न दिये जायेंगें। विद्यार्थी को किंहीं दो के समीक्षात्मक ढंग से उत्तर देने होंगे। प्रत्येक 10 अंकों का होगा।
- **लघु-उत्तरीय प्रश्न -** निर्धारित पाठ्यक्रम में से 6 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 3 का उत्तर देना होगा। प्रत्येक का उत्तर लगभग 150 शब्दों में हो। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ खंड** -समस्त पाठ्यक्रम में से 5 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा।
- **विशेष - आंतरिक मूल्यांकन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

पाठ्यक्रम

- भाषा का स्वरूप और विशेषताएं, भाषा और मानव समाज का सांस्कृतिक विकास, भाषा के रूप में हिंदी का विकास, साहित्य और संचार की भाषा के रूप में हिंदी का विस्तार, हिंदी की बोलियां।
- हिंदी भाषा के विविध अनुप्रयोग (राजभाषा, राष्ट्रभाषा, संपर्क भाषा), राजभाषा का अर्थ एवं महत्व, राजभाषा के रूप में हिंदी, हिंदी का संविधानिक स्थिति। शिक्षा–माध्यम के रूप में हिंदी, हिंदी अध्ययन-अध्यापन (विज्ञान वाणिज्य व मानविकी के क्षेत्र में)
- प्रयोजनमूलक हिंदी की अवधारणा, अनुवाद की अवधारणा और क्षेत्र, प्रयोजनमूलक हिंदी और अनुवाद, अनुवाद प्रक्रिया के चरण, अनुवाद के उपकरण और साधन।
- प्रशासनिक भाषा का स्वरूप और महत्व, सरकारी पत्रों के प्रमुख अंग, कार्यालयी पत्र लेखन के विभिन्न प्रकार, प्रारूपण, टिप्पण।

- व्यावसायिक क्षेत्र की हिंदी (बैंक, बीमा, मीडिया), विधि क्षेत्र में हिंदी भाषा, विज्ञापन व बाजार की हिंदी

सहायक पुस्तकें

- हिन्दी भाषा का उद्‌गम और विकास - उदयनारायण तिवारी
- प्रयोजनमूलक हिन्दी : प्रक्रिया और स्वरुप - डॉ. कैलाशचन्द्र भाटिया
- प्रयोजनमूलक हिन्दी के विविध रूप - डॉ. राजेन्द्र मिश्र और राकेश शर्मा
- हिन्दी में सरकारी कामकाज - रामविनायक सिंह
- प्रशासन में राजभाषा हिन्दी - डॉ. कैलाशचन्द्र भाटिया
- प्रशासनिक और व्यवहारिक पत्रव्यवहार - ए. ई. विश्वनाथ अय्यर
- राष्ट्रभाषा हिन्दी : समस्याएँ और समाधान - डॉ. देवेन्द्रनाथ शर्मा
- व्यावहारिक हिन्दी - डॉ. कैलाशचन्द्र भाटिया
- अच्छी हिन्दी - रामचन्द्र वर्मा
- विज्ञापन व्यवसाय एवं कला - रामचंद्र तिवारी
- अनुवाद विज्ञान : सिद्धांत और अनुप्रयोग - डॉ. नगेन्द्र
- अनुवाद कला - डॉ. एन. ई. विश्वनाथ अय्यर

सेमेस्टर - III

MAH-301-भारतीय साहित्यशास्त्र

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

साहित्य के बारे में भारतीय चिंतन की समझ विकसित होगी।

पाठ्यक्रम के अपेक्षित परिणाम

- भारतीय ज्ञान की परंपराओं का बोध।
- संस्कृत भाषा में साहित्य चिंतन की जानकारी।
- हिंदी व अन्य भारतीय भाषाओं में साहित्य चिंतन की जानकारी।
- साहित्य की आलोचना और मूल्याकंन की दृष्टि का विकास।

परीक्षा के लिए निर्देश

- **आलोचनात्मक प्रश्न :** पाठ्यक्रम में निर्धारित प्रत्येक इकाई से आंतरिक विकल्प सहित एक-एक आलोचनात्मक प्रश्न दिया जाएगा। परीक्षार्थी को आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक के लिए 12 अंक निर्धारित हैं। यह खंड कुल 48 अंक का होगा।
- **लघु-उत्तरीय प्रश्न :** समस्त पाठ्यक्रम में से 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर (लगभग 250 शब्दों में) देना होगा। प्रत्येक के लिए 6 अंक निर्धारित हैं। यह खंड कुल 24 अंक का होगा।
- **वस्तुनिष्ठ :** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्याकंन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

पाठ्यक्रम

(क) आलोचनात्मक प्रश्नों के लिए

इकाई -1.

- साहित्य की अवधारणा, साहित्य के तत्व, रूप और अंतर्वस्तु के अंतःसंबंध, साहित्य और समाज के अन्तःसंबंध। बिम्ब, प्रतीक, मिथक
- संस्कृत काव्यशास्त्रियों की दृष्टि में - काव्य-लक्षण, काव्य-हेतु, काव्य-प्रयोजन।

इकाई -2.

- रस सिद्धांत - रस के अंग, रसानुभूति की प्रक्रिया, साधारणीकरण, सहृदय की अवधारणा
- अलंकार सिद्धांत की प्रमुख स्थापनाएं और प्रमुख भेद
- ध्वनि सिद्धांत की प्रमुख स्थापनाएं, ध्वनि काव्य का वर्गीकरण
- वक्रोक्ति सिद्धांत की प्रमुख स्थापनाएं

इकाई -3.

- रीतिकालीन हिंदी आचार्यों का साहित्य-चिंतन
- आचार्य रामचंद्र शुक्ल का साहित्य चिंतन
- प्रेमचंद का साहित्य चिंतन
- मुक्तिबोध का साहित्य चिंतन

इकाई - 4.

- अल्ताफ हुसैन हाली (उर्दू) का साहित्य चिंतन
- रवींद्रनाथ टैगोर (बांग्ला)) का साहित्य चिंतन
- भालचंद्र निमाड़े (मराठी) का साहित्य चिंतन

सहायक पुस्तकें

- भारतीय काव्यशास्त्र - सत्यदेव चौधरी
- भारतीय काव्यशास्त्र - विश्वम्भरनाथ उपाध्याय
- संस्कृत काव्यशास्त्र - बलदेव उपाध्याय
- हिंदी काव्यशास्त्र का इतिहास - भगीरथ मिश्र
- हिंदी आलोचना की पारिभाषिक शब्दावली - अमरनाथ
- हिंदी काव्य चिंतन की परम्परा - दीपक प्रकाश त्यागी
- रस-मीमांसा - आचार्य रामचंद्र शुक्ल
- काव्यास्वाद और साधारणीकरण - राजेंद्र गौतम
- मुकदमा-ए-शेरो-शायरी - अल्ताफ हुसैन हाली
- रवींद्रनाथ के निबंध - रवींद्रनाथ टैगोर
- विविध प्रसंग - प्रेमचंद
- एक साहित्यिक की डायरी - मुक्तिबोध
- टीका स्वयंबर - भालचंद्र निमाड़े
- भारतीय काव्य मीमांसा - ती. नं. श्रीकण्ठय्या

MAH-302-मध्यकालीन हिंदी कविता

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

मध्यकालीन हिंदी कविता से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- मध्यकालीन हिंदी कविता से परिचय।
- मध्यकालीन हिंदी कविता की आलोचनात्मक समझ का विकास।
- मध्यकालीन कविता की विभिन्न धाराओं की विशिष्टताओं की पहचान।
- मध्यकालीन हिंदी कविता के काव्य-सरोकार व शिल्प का बोध।

परीक्षा के लिए निर्देश

- **व्याख्या :** पाठ्यक्रम में निर्धारित रचनाओं में से चार पाठांश दिए जाएंगे। परीक्षार्थी को दो की संदर्भ सहित व्याख्या करनी होगी। प्रत्येक के लिए 8 अंक निर्धारित हैं। यह खंड कुल 16 अंक का होगा।
- **आलोचनात्मक प्रश्न :** पाठ्यक्रम में निर्धारित पाठ्यक्रम से छः आलोचनात्मक प्रश्न दिये जायेंगें। परीक्षार्थी को तीन का आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक के लिए 12 अंक निर्धारित हैं। यह खंड कुल 36 अंक का होगा।
- **लघु-उत्तरीय प्रश्न :** द्रुत पाठ के लिए निर्धारित रचनाकारों व उनकी रचनाओं की मूल संवेदना पर केंद्रित 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर (लगभग 200 शब्दों में) देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं। यह खंड कुल 20 अंक का होगा।
- **वस्तुनिष्ठ :** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्यांकन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

(क) आलोचनात्मक प्रश्नों के लिए

भक्ति आंदोलन की सामाजिक-सांस्कृतिक पृष्ठभूमि; मध्यकालीन कविता की वैचारिक पृष्ठभूमि; मध्यकालीन कविता की विभिन्न धाराएं; मध्यकालीन कविता के सामाजिक सरोकार; मध्यकालीन कविता का परवर्ती कविता पर प्रभाव; मध्यकालीन कविता पर पूर्ववर्ती कविता के प्रभाव; मध्यकालीन कविता और लोक जीवन; मध्यकालीन कविता और प्रेम; मध्यकालीन कविता और धर्म; मध्यकालीन कविता और स्त्री; मध्यकालीन कविता और दलित वर्ग; मध्यकालीन कविता और साम्प्रदायिक सद्भाव; मध्यकालीन कविता और सामंतवाद;

मध्यकालीन कविता और वीर रस; मध्यकालीन कविता की भाषा; मध्यकालीन कविता की कलात्मकता

(ख) व्याख्या के लिए

कबीर - (सं. हजारी प्रसाद द्विवेदी, पद संख्या 160-180)
पदमावत - (नागमती वियोग खंड, प्रारंभ के दस पद)
भ्रमरगीत सार - (सं. रामचंद्र शुक्ल, पद संख्या 1 से 20)
कवितावली - उत्तरकाण्ड (पद संख्या 96-110)
बिहारी सतसई - (सं. जगन्नाथ दास रत्नाकर) दोहा 1-30)

(ग) द्रुत पाठ के लिए

अमीर खुसरो, विद्यापति, गुरुनानक, रैदास, मीरा, रहीम, मतिराम, देव, घनानंद, भूषण

सहायक पुस्तकें

- गोस्वामी तुलसीदास - आचार्य रामचंद्र शुक्ल
- लोकवादी तुलसी -विश्वनाथ त्रिपाठी
- बिहारी की काव्य दृष्टि - जय प्रकाश
- बिहारी का नया मूल्यांकन - बच्चन सिंह
- घनानंद कवित्त - विश्वनाथ प्रसाद मिश्र
- घनानंद - लल्लन राय
- रहीम ग्रंथावली - संपा - विद्यानिवास मिश्र
- सांझी संस्कृति की विरासत - डॉ.सुभाष चन्द्र
- परशुराम चतुर्वेदी -
- अमीर खुसरो का हिंदवी काव्य - गोपीचंद नारंग
- भक्ति आंदोलन और भक्तिकाव्य - शिवकुमार मिश्र

MAH-303-हिंदी कहानी

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

हिंदी कहानी से परिचित करवाना। कथा साहित्य के अध्ययन की दृष्टि निर्मित करना।

पाठ्यक्रम के अपेक्षित परिणाम

- हिंदी कहानी की समझ विकसित होगी।
- भारतीय मध्यवर्ग, किसान व अन्य वर्गों की कहानी में उपस्थिति का बोध।
- हिंदी कहानियों की विशिष्टता का बोध।
- हिंदी कहानियों की संरचना व शिल्प का बोध।

परीक्षा के लिए निर्देश

- **व्याख्या :** पाठ्यक्रम में निर्धारित रचनाओं में से दो पाठांश दिये जायेगे। परीक्षार्थी को एक की संदर्भ सहित व्याख्या करनी होगी। इसके लिए 8 अंक निर्धारित हैं। यह खंड कुल 8 अंक का होगा।
- **पाठ बोध :** पाठ्यक्रम में निर्धारित रचनाओं में से एक पाठांश व उस पर आधारित चार प्रश्न दिये जाएंगे। परीक्षार्थी को पाठ के आधार पर उनके उत्तर देने होंगे। इसके लिए 8 अंक निर्धारित हैं।
- **आलोचनात्मक प्रश्न :** पाठ्यक्रम में निर्धारित विषयों में से छः आलोचनात्मक प्रश्न दिये जायेंगें। परीक्षार्थी को तीन का आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक के लिए 12 अंक निर्धारित हैं। यह खंड कुल 36 अंक का होगा।
- **लघु-उत्तरीय प्रश्न :** द्रुत पाठ के लिए निर्धारित रचनाकारों व उनकी रचनाओं की मूल संवेदना पर केंद्रित 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर (लगभग 200 शब्दों में) देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं। यह खंड कुल 20 अंक का होगा।
- **वस्तुनिष्ठ :** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्यांकन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

पाठ्यक्रम

(क) आलोचनात्मक प्रश्नों के लिए

हिंदी कहानीः स्वरूप और विकास; हिंदी कहानी और राष्ट्रीय आंदोलन; हिंदी कहानी और मध्य वर्ग; हिंदी कहानी और किसान; हिंदी कहानी और स्त्री; हिंदी कहानी और दलित; हिंदी कहानी और ग्रामीण भारत; हिंदी कहानी और महानगर; कहानीकार प्रेमचंद; कहानीकार

यशपाल; कहानीकार जैनेंद्र; कहानीकार निर्मल वर्मा; कहानीकार कमलेश्वर; कहानीकार अमरकांत; कहानीकार कृष्णा सोबती; कहानीकार मन्नू भंडारी; कहानीकार विद्यासागर नौटियाल; कहानीकार एस. आर. हरनोट; हरियाणा के कहानीकार (राकेश वत्स; तारा पांचाल; रामकुमार आत्रेय; ज्ञानप्रकाश विवेक)

(ख) व्याख्या, पाठ बोध व लघुतरी प्रश्नों के लिए

कहानियां - उसने कहा था (चन्द्रधर शर्मा गुलेरी); पूस की रात, ईदगाह (प्रेमचन्द); आकाशदीप (जयशंकर प्रसाद); रोज (अज्ञेय)**;** परदा **(**यशपाल); अपना अपना भाग्य (जैनेंद्र); परिंदे (निर्मल वर्मा)**;** तीसरी कसम (फणीश्वरनाथ रेणु)**;** चीफ की दावत (भीष्म साहनी); जिंदगी और जोंक (अमरकांत); कोसी का घटवार (शेखर जोशी)**;** जॉर्ज पंचम की नाक (कमलेश्वर); सिक्का बदल गया (कृष्णा सोबती); वापसी (उषा प्रियंवदा); यही सच है (मन्नू भंडारी); पिता (ज्ञानरंजन); भैंस का कट्या (विद्यासागर नौटियाल); खाली लौटते हुए (तारा पांचाल)।

सहायक पुस्तकें

- प्रेमचंद और उनका युग - डा. रामविलास शर्मा
- प्रेमचंदः एक साहित्यिक विवेचन - नंददुलारे वाजपेयी
- नयी कहानी की भूमिका - कमलेश्वर
- एक दुनिया समानांतर - राजेंद्र यादव
- कहानीः नयी कहानी - नामवर सिंह
- हिंदी कहानीः प्रकृति और संदर्भ - देवीशंकर अवस्थी
- आज की हिंदी कहानी - विजयमोहन सिंह
- कहानी का लोकतंत्र - पल्लव
- हिंदी कहानी : अस्मिता की तलाश - मधुरेश
- हिंदी कथा साहित्य - गोपाल राय
- हिंदी कहानीः पहचान और परख - इंद्रनाथ मदान

MAH-304-भारतीय साहित्य

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

भारतीय साहित्य से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- भारतीय साहित्य की अवधारणा की समझ।
- भारतीय साहित्य में अभिव्यक्त मूल्यों से परिचय।
- भारतीय साहित्य में राष्ट्रीय एकता के सूत्रों का बोध।
- हिंदी साहित्य की हिंदी से इतर भाषाओं के साहित्य की तुलना।

परीक्षा के लिए निर्देश

- **व्याख्या :** पाठ्यक्रम में व्याख्या के लिए निर्धारित रचनाओं में से विकल्प सहित दो पाठांश दिए जाएंगे। परीक्षार्थी को संदर्भ सहित व्याख्या करनी होगी। प्रत्येक के लिए 8 अंक निर्धारित हैं। यह खंड कुल 16 अंक का होगा।
- **आलोचनात्मक प्रश्न :** पाठ्यक्रम में निर्धारित इकाई 1 के पाठ्य विषयों और इकाई 2 व 3 में निर्धारित प्रत्येक रचना से आंतरिक विकल्प सहित रचनाओं की मूल संवेदना, विषयवस्तु, सामाजिक सरोकार, कलागत वैशिष्ट्य, प्रासंगिकता आदि से संबंधित एक-एक प्रश्न दिया जाएगा। परीक्षार्थी को आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक के लिए 12 अंक निर्धारित हैं। यह खंड कुल 36 अंक का होगा।
- **लघु-उत्तरीय प्रश्न :** द्रुत पाठ के लिए निर्धारित रचनाकारों व उनकी रचनाओं की मूल संवेदना पर केंद्रित 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर (लगभग 200 शब्दों में) देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं। यह खंड कुल 20 अंक का होगा।
- **वस्तुनिष्ठ :** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्यांकन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

पाठ्यक्रम

(क) आलोचनात्मक प्रश्नों के लिए

इकाई -1. भारतीयता : बहुसांस्कृतिकता, बहुभाषिकता व बहुधर्मिता; भारतीय साहित्य और भारतीयता; भारतीय साहित्य का स्वरूप; भारतीयता का समाजशास्त्र; भारतीय

साहित्य के अध्ययन की समस्याएं; भारतीय साहित्य में आज का भारत; भारतीय साहित्य और भारतीय मूल्य।

इकाई - 2. **उपन्यास -** पिंजर - अमृता प्रीतम

इकाई - 3. **नाटक -** तुगलक - गिरीश कर्नाड

(ख) व्याख्या के लिए

कविताएं - **रवींद्रनाथ ठाकुर** (दो पंछी, प्रार्थना, त्राण, भारत तीर्थ, अपमानित, धूलि-मंदिर) रवींद्रनाथ की कविताएं - अनुवाद व संपादन हजारीप्रसाद द्विवेदी ; साहित्य अकादमी, दिल्ली
नजरूल इस्लाम (विद्रोही, हिंदू-मुसलमान)
गालिब - 5 ग़ज़लें - हर एक बात पे कहते हो तुम कि 'तू क्या है',
हज़ारों ख़्वाहिशें ऐसी कि, हर ख़्वाहिश पे दम निकले,
कोई उम्मीद बर नहीं आती,
बस कि दुश्वार है हर काम का आसां होना
है बस कि हर इक उनके इशारे में निशाँ और)
अल्ताफ हुसैन हाली पानीपती - चुप की दाद (अल्ताफ हुसैन हाली : चिंतन और सृजन - सुभाष चंद्र ; हरियाणा साहित्य अकादमी, पंचकुला)

(ग) द्रुत पाठ के लिए -

कालिदास, गुरदयाल सिंह, नजरूल इस्लाम, सुब्रमण्यम भारती, यू. आर. अनन्तमूर्ति, विजय तेंदुलकर, नवकांत बरुआ, फकीर मोहन सेनापति

सहायक पुस्तकें

- भारतीय साहित्य का समेकित इतिहास - डा. नगेंद्र
- भारतीय साहित्य - नगेंद्र
- भारतीय साहित्य की अवधारणा - डा. राजेंद्र मिश्र
- भारतीय साहित्यः तुलनात्मक अध्ययन - इंद्रनाथ चौधरी
- भारतीय साहित्य के इतिहास की समस्याएं - रामविलास शर्मा
- भारतीय साहित्य - भोला शंकर व्यास
- संस्कृति के चार अध्याय - रामधारी सिंह दिनकर
- आज के रंग नाटक - इब्राहिम अल्काजी
- आधुनिक मराठी साहित्य का प्रवृत्तिमूलक इतिहास - सूर्यनारायण रणसुभे
- मराठी का आधुनिक साहित्य - मि. सी. देशपांडे
- नवजागरण के अग्रदूत : अल्ताफ हुसैन हाली पानीपती की चुनिंदाः नज़्में व ग़ज़लें - सं. सुभाष चंद्र
- शब्द और सुर का संगम - काज़ी नज़रूल इस्लाम - अनु. दानबहादुर सिंह
- गालिब और उनका युग - पवन कुमार

MAH-305-(i)-कबीरदास

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

कबीर के जीवन, साहित्य, दर्शन और उनके साहित्यिक अवदान से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- कबीर के जीवन, साहित्य और दर्शन का परिचय।
- कबीर के साहित्यिक अवदान की समझ।
- कबीर के साहित्य सरोकारों व मूल्यों का बोध।
- कबीर चिंतन की भारतीय लोकजीवन में उपस्थिति का बोध।

परीक्षा के लिए निर्देश

- **व्याख्या :** पाठ्यक्रम में निर्धारित रचनाओं में से चार पाठांश दिये जायेंगें। परीक्षार्थी को संदर्भ सहित दो की व्याख्या करनी होगी। प्रत्येक के लिए 8 अंक निर्धारित हैं।
- **आलोचनात्मक प्रश्न :** पाठ्यक्रम में निर्धारित विषयों में से छः आलोचनात्मक प्रश्न दिए जायेंगे। परीक्षार्थी को तीन प्रश्नों का आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक के लिए 12 अंक निर्धारित हैं।
- **लघु-उत्तरीय प्रश्न :** द्रुत पाठ के लिए निर्धारित रचनाकारों व उनकी रचनाओं की मूल संवेदना पर केंद्रित 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर (लगभग 200 शब्दों में) देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं। यह खंड कुल 20 अंक का होगा।
- **वस्तुनिष्ठ :** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्यांकन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

पाठ्यक्रम

(क) आलोचनात्मक प्रश्नों के लिए

संतकाव्य का वैचारिक आधार; संतकाव्य की परंपरा; संतकाव्य का सामाजिक प्रभाव; संतकाव्य की प्रासंगिकता; कबीर का जीवन और साहित्य; कबीर के आलोचक; कबीर की लोक छवियां; कबीर का परवर्ती साहित्य पर प्रभाव; कबीर की भक्ति भावना; कबीर का समाज दर्शन; कबीर की भाषा; कबीर की काव्य कला; कबीर का सामाजिक विद्रोह; कबीर के राम; दृश्य-श्रव्य माध्यमों में कबीर; वर्तमान में अस्मितामूलक विमर्श और कबीर।

(ख) व्याख्या के लिए

कबीर - हजारीप्रसाद द्विवेदी (पद संख्या 180 से 209)

(ग) लघु उत्तरी प्रश्नों के लिए-

नामदेव, कबीर, गुरुनानक, रैदास, दादू, मलूकदास, रज्जब, सुंदरदास, गरीबदास, सहजोबाई

सहायक पुस्तकें

- कबीर - हजारी प्रसाद द्विवेदी
- कबीर काव्य मीमांसा - रामचंद्र तिवारी
- कबीरदास विविध आयाम - सं. प्रभाकर श्रोत्रिय
- कबीर - आधुनिक संदर्भ
- कबीर - डा. सेवा सिंह
- भक्ति के तीन स्वर - जॉन स्ट्रैटन हौली

MAH-305-(ii)-मलिक मुहम्मद जायसी

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

मलिक मुहम्मद जायसी के जीवन, साहित्य, दर्शन और उनके साहित्यिक अवदान से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- मलिक मुहम्मद जायसी जीवन, साहित्य और दर्शन का परिचय।
- मलिक मुहम्मद जायसी के साहित्यिक अवदान की समझ।
- मलिक मुहम्मद जायसी के साहित्य सरोकारों व मूल्यों का बोध।
- मलिक मुहम्मद जायसी चिंतन की भारतीय लोकजीवन में उपस्थिति का बोध।

परीक्षा के लिए निर्देश

- **व्याख्या :** पाठ्यक्रम में निर्धारित रचनाओं में से चार पाठांश दिये जायेंगें। परीक्षार्थी को संदर्भ सहित दो की व्याख्या करनी होगी। प्रत्येक के लिए 8 अंक निर्धारित हैं।
- **आलोचनात्मक प्रश्न :** पाठ्यक्रम में निर्धारित विषयों में से छः आलोचनात्मक प्रश्न दिए जायेंगे। परीक्षार्थी को तीन प्रश्नों का आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक के लिए 12 अंक निर्धारित हैं।
- **लघु-उत्तरीय प्रश्न :** द्रुत पाठ के लिए निर्धारित रचनाकारों व उनकी रचनाओं की मूल संवेदना पर केंद्रित 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर (लगभग 200 शब्दों में) देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं। यह खंड कुल 20 अंक का होगा।
- **वस्तुनिष्ठ :** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्यांकन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

पाठ्यक्रम

(क) आलोचनात्मक प्रश्नों के लिए

सूफी काव्य की वैचारिक पृष्ठभूमि; प्रमुख सूफी मतों का परिचय; सूफी काव्य की परंपरा; सूफी काव्य का सामाजिक प्रभाव; सूफी साहित्य का परवर्ती साहित्य पर प्रभाव; सूफीकाव्य की प्रासंगिकता; जायसी का जीवन और साहित्य; जायसी और उनका सामाजिक-सांस्कृतिक परिवेश; जायसी के काव्य में प्रेम; जायसी का काव्य और लोक-संस्कृति; जायसी के काव्य में

प्रकृति; जायसी के काव्य में लोक तत्व; जायसी के काव्य कला; जायसी की काव्य भाषा; जायसी संबंधी हिंदी आलोचना।

(ख) व्याख्या के लिए

पदमावत - (मानसरोदक खंड और नागमती वियोग खंड)

लघु उत्तरी प्रश्नों के लिए -

(फरीद, निजामुदद्दीन औलिया, जायसी, कुतुबन, मंझन, ईश्वरदास, मुल्ला दाउद, उस्मान, नूर मुहम्मद)

सहायक पुस्तकें

- जायसी ग्रंथावली - आचार्य रामचंद्र शुक्ल
- सूफीमत और साधना - रामपूजन तिवारी
- तसव्वुफ अथवा सूफीमत - चंद्रबली पांडेय
- जायसी - विजयदेव नारायण साही
- जायसी - सं. सदानंद साही
- जायसीः एक नई दृष्टि - डा. रधुवंश
- सूफी मत और हिंदी सूफी काव्य - डा. नरेश
- मौलाना जलालुद्दीन रूमी - त्रिनाथ मिश्र

MAH-305-(iii)-सूरदास

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

सूरदास के जीवन, साहित्य, दर्शन और उनके साहित्यिक अवदान से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- सूरदास के जीवन, साहित्य और दर्शन का परिचय।
- सूरदास के साहित्यिक अवदान की समझ।
- सूरदास के साहित्य सरोकारों व मूल्यों का बोध।
- सूरदास के चिंतन की भारतीय लोकजीवन में उपस्थिति का बोध।

परीक्षा के लिए निर्देश

- **व्याख्या :** पाठ्यक्रम में निर्धारित रचनाओं में से चार पाठांश दिये जायेंगें। परीक्षार्थी को संदर्भ सहित दो की व्याख्या करनी होगी। प्रत्येक के लिए 8 अंक निर्धारित हैं।
- **आलोचनात्मक प्रश्न :** पाठ्यक्रम में निर्धारित विषयों में से छः आलोचनात्मक प्रश्न दिए जायेंगे। परीक्षार्थी को तीन प्रश्नों का आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक के लिए 12 अंक निर्धारित हैं।
- **लघु-उत्तरीय प्रश्न :** द्रुत पाठ के लिए निर्धारित रचनाकारों व उनकी रचनाओं की मूल संवेदना पर केंद्रित 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर (लगभग 200 शब्दों में) देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं। यह खंड कुल 20 अंक का होगा।
- **वस्तुनिष्ठ :** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्यांकन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

पाठ्यक्रम

(क) आलोचनात्मक प्रश्नों के लिए

कृष्ण काव्यधारा की वैचारिक पृष्ठभूमि; कृष्ण काव्य की परंपरा; कृष्णकाव्य का सामाजिक प्रभाव; कृष्णकाव्य और स्त्री; कृष्णकाव्य की प्रासंगिकता; अष्टछाप का परिचय; सूरदास का जीवन और साहित्य; सूरदास और उनका परिवेश; सूरदास दास का काव्य और लोकजीवन; सूरदास का वात्सल्य वर्णन; सूरदास का काव्य और प्रेम भावना; सूरदास का शृंगार वर्णन; सूरदास काव्य में गीति तत्व; सूरदास काव्य में लोक तत्व; सूरदास की काव्य भाषा।

(ख) व्याख्या के लिए

सूरदास - भ्रमरगीत सार - सं. रामचंद्र शुक्ल - पद (21 से 50)

(ग) द्रुत पाठ के लिए

(बल्लभाचार्य, बिट्ठलनाथ, कुंभनदास, सूरदास, मीरा, नंददास, रहीम, रसखान, नरोत्तम दास)

सहायक पुस्तकें

- सूरदास - आचार्य रामचंद्र शुक्ल
- सूर-साहित्य - आचार्च हजारी प्रसाद द्विवेदी
- सूरदास - नंददुलारे वाजपेयी
- सूरदास और कृष्णभक्ति काव्य - मैनेजर पांडेय
- अष्टछाप और वल्लभ संप्रदाय - दीनदयाल गुप्त
- मीरा का काव्य - विश्वनाथ त्रिपाठी
- भक्ति के तीन स्वर - जॉन स्ट्रैटन हौली

MAH-305-(iv)-तुलसीदास

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

तुलसीदास के जीवन, साहित्य, दर्शन और उनके साहित्यिक अवदान से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- तुलसीदास के जीवन, साहित्य और दर्शन का परिचय।
- तुलसीदास के साहित्यिक अवदान की समझ।
- तुलसीदास के साहित्य सरोकारों व मूल्यों का बोध।
- तुलसीदास के चिंतन की भारतीय लोकजीवन में उपस्थिति का बोध।

परीक्षा के लिए निर्देश

- **व्याख्या :** पाठ्यक्रम में निर्धारित रचनाओं में से चार पाठांश दिये जायेंगें। परीक्षार्थी को संदर्भ सहित दो की व्याख्या करनी होगी। प्रत्येक के लिए 8 अंक निर्धारित हैं।
- **आलोचनात्मक प्रश्न :** पाठ्यक्रम में निर्धारित विषयों में से छः आलोचनात्मक प्रश्न दिए जायेंगे। परीक्षार्थी को तीन प्रश्नों का आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक के लिए 12 अंक निर्धारित हैं।
- **लघु-उत्तरीय प्रश्न :** द्रुत पाठ के लिए निर्धारित रचनाकारों व उनकी रचनाओं की मूल संवेदना पर केंद्रित 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर (लगभग 200 शब्दों में) देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं। यह खंड कुल 20 अंक का होगा।
- **वस्तुनिष्ठ :** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्यांकन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

पाठ्यक्रम

(क) आलोचनात्मक प्रश्नों के लिए

रामकाव्य का वैचारिक आधार; रामकथा के विविध रूप; राम काव्य की परंपरा; रामकाव्य का सामाजिक प्रभाव; रामकाव्य की प्रासंगिकता; तुलसीदास का जीवन और साहित्य; तुलसीदास और उनका सामाजिक-सांस्कृतिक परिवेश; तुलसीदास के राम; तुलसीदास और लोकमंगल की भावना; तुलसीदास की समन्वय भावना; तुलसीदास का साहित्य और आदर्श राज्य की कल्पना; तुलसीदास और लोकजीवन; तुलसीदास की काव्य-कला; तुलसीदास की काव्य-भाषा; तुलसीदास का परवर्ती साहित्य पर प्रभाव; वर्तमान में अस्मितामूलक विमर्श और तुलसीदास।

(ख) व्याख्या के लिए

रामचरितमानस - उत्तरकाण्ड (प्रारंभ के 30 पद)

(ग) लघु उत्तरी प्रश्नों के लिए

रामचरित मानस, कवितावली, विनय पत्रिका, हनुमानबाहुक, रामलला नछहू, रामचंद्रिका, भक्तमाल

सहायक पुस्तकें

- गोस्वामी तुलसीदास - आचार्य रामचंद्र शुक्ल
- तुलसी काव्य मीमांसा - उदयभानु सिंह
- तुलसीदास और उनका युग - डा. रामविलास शर्मा
- लोकवादी तुलसीदास - विश्वनाथ त्रिपाठी
- तुलसीदास - ग्रियर्सन
- रामकथा का विकास - कामिल बुल्के
- तुलसीदास का काव्य विवेक और मर्यादा बोध - कमलानंद झा

MAH-305-(v)-बिहारी

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

बिहारी के जीवन, साहित्य, दर्शन और उनके साहित्यिक अवदान से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- बिहारी के जीवन, साहित्य और दर्शन का परिचय।
- बिहारी के साहित्यिक अवदान की समझ।
- बिहारी के साहित्य सरोकारों व मूल्यों का बोध।
- बिहारी के चिंतन की भारतीय लोकजीवन में उपस्थिति का बोध।

परीक्षा के लिए निर्देश

- **व्याख्या :** पाठ्यक्रम में निर्धारित रचनाओं में से चार पाठांश दिये जायेंगें। परीक्षार्थी को संदर्भ सहित दो की व्याख्या करनी होगी। प्रत्येक के लिए 8 अंक निर्धारित हैं।
- **आलोचनात्मक प्रश्न :** पाठ्यक्रम में निर्धारित विषयों में से छः आलोचनात्मक प्रश्न दिए जायेंगे। परीक्षार्थी को तीन प्रश्नों का आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक के लिए 12 अंक निर्धारित हैं।
- **लघु-उत्तरीय प्रश्न :** द्रुत पाठ के लिए निर्धारित रचनाकारों व उनकी रचनाओं की मूल संवेदना पर केंद्रित 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर (लगभग 200 शब्दों में) देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं। यह खंड कुल 20 अंक का होगा।
- **वस्तुनिष्ठ :** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्यांकन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

पाठ्यक्रम

(क) आलोचनात्मक प्रश्नों के लिए

रीतिकालीन काव्य की वैचारिक पृष्ठभूमि; रीतिकालीन काव्य की परंपरा; रीतिकालीन काव्य की प्रवृतियां; रीतिकाल का साहित्य और हिंदी आलोचना; रीतिकाल का लौकिक साहित्य; रीतिकालीन कविता और प्रकृति; रीतिकालीन कवियों का सौंदर्य बोध; बिहारी का जीवन और साहित्य; बिहारी के काव्य की वैचारिक पृष्ठभूमि; बिहारी और उनका सामाजिक-सांस्कृतिक परिवेश; बिहारी का काव्य और प्रेम; बिहारी का काव्य और सौंदर्य; बिहारी की काव्य कला।

(ख) व्याख्या के लिए

बिहारी सतसई - सं. जगन्नाथ दास रत्नाकर (दोहा संख्या 31 से 100)

(ग) लघु उत्तरी प्रश्नों के लिए

केशवदास, चिंतामणि, सुजान, भूषण, घनानंद, बोधा, आलम, ठाकुर, रसखान, गिरिधर कविराय,

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सहायक पुस्तकें

- बिहारी सतसई - सं. जगन्नाथ दास रत्नाकर
- बिहारी - विश्वनाथ प्रसाद मिश्र
- बिहारी का नया मूल्यांकन - बच्चन सिंह
- घनानंद कवित्त - सं. विश्वनाथ मिश्र
- रीतिकाव्य की भूमिका - नगेंद्र
- घनानंद - लल्लन राय
- घनानंदः काव्य और आलोचना - डा. किशोरी लाल

MAH-306-सृजनात्मक लेखन

क्रेडिट - 2 **कुल अंक 50**

समय 2 घंटे, **परीक्षा अंक - 40, आंतरिक मूल्यांकन - 10**

पाठ्यक्रम का उद्देश्य

सृजनात्मक लेखन की क्षमता को विकसित करना।

पाठ्यक्रम के अपेक्षित परिणाम

- सृजनात्मक लेखन की योग्यता का निर्माण।
- इलेक्ट्रोनिक माध्यमों के लिए लेखन में दक्षता।
- प्रिंट माध्यमों के लिए लेखन में दक्षता।
- साहित्यिक विधाओं से परिचय।

परीक्षा के लिए निर्देश

- **समीक्षात्मक प्रश्न-** निर्धारित पाठ्यक्रम से चार प्रश्न दिये जायेंगें। विद्यार्थी को किंहीं दो के समीक्षात्मक ढंग से उत्तर देने होंगे। प्रत्येक 10 अंकों का होगा।
- **लघु-उत्तरीय प्रश्न -** निर्धारित पाठ्यक्रम में से 6 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 3 का उत्तर देना होगा। प्रत्येक का उत्तर लगभग 150 शब्दों में हो। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ खंड** -समस्त पाठ्यक्रम में से 5 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा।
- **विशेष - आंतरिक मूल्याकंन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

पाठ्यक्रम

- सृजनात्मक लेखन का स्वरूप और महत्व, सृजनात्मक लेखन के उद्देश्य, साहित्यिक लेखन के लिए भाषा की विशेषताएं। भाव एवं विचार की रचना में रूपांतरण की प्रक्रिया।
- विविध अभिव्यक्ति-क्षेत्र: साहित्य, पत्रकारिता, विज्ञापन, विविध गद्य अभिव्यक्तियाँ
- सृजनात्मक भाषा (अनुभूति की प्रधानता, अर्थ की विशिष्टता एवं विविधता, भाषा शैली की विविधता, सर्जनात्मक प्रयोग),
- रचना-कौशल-विश्लेषण - रचना-सौष्ठव: शब्द-शक्ति, प्रतीक, बिंब, अलंकरण, सादृश्य विधान, मानवीकरण, वक्रताएं, मुहावरे, लोकोक्तियां।

सृजनात्मक लेखन विविध विधाएं -

- कविता: संवेदना, काव्यरूप, भाषा-सौष्ठव, छंद, लय, गति और तुक
- कथासाहित्य: वस्तु, पात्र, परिवेश एवं विमर्श
- नाटयसाहित्य: वस्तु, पात्र, परिवेश एवं रंगकर्म
- **प्रिंट माध्यम लेखनः** फीचर-लेखन, यात्रा-वृत्तांत, साक्षात्कार, पुस्तक-समीक्षा

सहायक पुस्तकें

- रचनात्मक लेखन - संपा. रमेश गौतम
- साहित्य सहचर - हजारी प्रसाद द्विवेदी
- इंटरनेट पत्रकारिता - सुरेश कुमार, तक्षशिला प्रकाशन
- हाइपर टेक्स्ट - वर्चुअल रियलिटी और इंटरनेट - जगदीश्वर चतुर्वेदी, अनामिका प्रकाशन
- साहित्य और सिनेमा : अंत संबंध और रूपांतरण - विपुल कुमार
- सिनेमा की सोच - अजय ब्रह्मात्मज
- सिनेमा के बारे में - जावेद अख्तर
- टेलिविजन की कहानी - श्याम कश्यप एवं मुकेश कुमार
- समाचार फीचर लेखन और संपादन कला - प्रो. हरिमोहन
- पत्रकारिता हेतु लेखन - डॉ. निशान्त सिंह, अर्चना पब्लिकेशन
- मीडिया लेखन : सिद्धांत और प्रयोग - मुकेश मानस, स्वराज प्रकाशन
- रेडिये प्रसारण - कौशल शर्मा, प्रतिभा प्रतिष्ठान
- मीडिया लेखन - संपा. रमेशचन्द्र त्रिपाठी
- मीडिया लेखन के सिद्धांत - एन. सी. पंत
- पटकथा लेखन : एक परिचय - मनोहर श्याम जोशी
- टेलिविजन लेखन - असगर वजाहत और प्रभात रंजन

सेमेस्टर - IV

MAH-401-पाश्चात्य साहित्यशास्त्र

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

पाश्चात्य साहित्य सिद्धांतों से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- पाश्चात्य ज्ञान की परंपराओं का बोध।
- पाश्चात्य साहित्य चिंतन की जानकारी।
- पाश्चात्य साहित्य चिंतन में विभिन्न विचारधाराओं, वादों, पद्धतियों का परिचय।
- साहित्य की आलोचना और मूल्याकंन की दृष्टि का विकास।

परीक्षा के लिए निर्देश

- **आलोचनात्मक प्रश्न :** पाठ्यक्रम में निर्धारित प्रत्येक इकाई से आंतरिक विकल्प सहित एक-एक आलोचनात्मक प्रश्न दिया जाएगा। परीक्षार्थी को आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक के लिए 12 अंक निर्धारित हैं। यह खंड कुल 48 अंक का होगा।
- **लघु-उत्तरीय प्रश्न :** समस्त पाठ्यक्रम में से 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर (लगभग 250 शब्दों में) देना होगा। प्रत्येक के लिए 6 अंक निर्धारित हैं। यह खंड कुल 24 अंक का होगा।
- **वस्तुनिष्ठ :** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्याकंन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

पाठ्यक्रम

(क) आलोचनात्मक प्रश्नों के लिए

इकाई -1. प्लेटोः काव्य संबंधी मान्यताएं; अरस्तूः अनुकरण सिद्धांत; विरेचन सिद्धांत; लोंजाइनसः काव्य में उदात्त की अवधारणा; ड्राइडन के काव्य सिद्धांत

इकाई -2. वडर्सवर्थ का काव्यभाषा सिद्धांत; कॉलरिजः कल्पना और फैंटेसी; टी.एस.इलिएट : निर्वैयक्तिकता का सिद्धांत, परम्परा और वैयक्तिक प्रतिभा; आई.ए.रिचडर्स : मूल्य सिद्धांत, संप्रेषण सिद्धांत।

इकाई -3. मनोविश्लेषणवाद; यथार्थवाद; मार्क्सवादी साहित्य सिद्धांत; स्वच्छंदतावाद; अभिव्यंजनावाद

इकाई - 4. संरचनावाद; आधुनिकतावाद; उत्तर-आधुनिकतावाद; प्राच्यवाद; विखंडनवाद, स्त्रीवाद।

सहायक पुस्तकें

- काव्य चिंतन की पश्चिमी परंपरा - निर्मला जैन
- संरचनावाद, उत्तर संरचनावाद एवं प्राच्य काव्यशास्त्र - गोपीचंद नारंग
- पाश्चात्य काव्यशास्त्र की परंपरा - सावित्री सिंहा
- पाश्चात्य काव्यशास्त्र की परंपरा - सं. नगेंद्र
- पाश्चात्य साहित्य चिंतन -निर्मला जैन
- आलोचना के बीज शब्द - बच्चन सिंह
- पाश्चात्य काव्यशास्त्र - देवेंद्रनाथ शर्मा
- साहित्य के समाजशास्त्र की भूमिका - मैनेजर पांडेय
- साहित्य, संस्कृति और विचारधारा (अनु. रामनिहाल गुंजन) - अंतोनियो ग्राम्शी
- सृजन प्रक्रिया और शिल्प के बारे में - गोर्की
- लेखन कला और रचना कौशल - गोर्की व मायकोवस्की
- साहित्य और यथार्थ - हार्वर्ड फास्ट
- आलोचना से आगे - सुधीश पचौरी
- साहित्य के अध्ययन की दृष्टियां - उदयभानु सिंह, हरभजन सिंह, रविन्द्रनाथ श्रीवास्तव

MAH-402-हिंदी निबंध और आलोचना

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

हिंदी निबंध और आलोचना से परिचय के लिए।

पाठ्यक्रम के अपेक्षित परिणाम

- हिंदी निबंध व आलोचना के विकास का परिचय।
- हिंदी निबंध और समीक्षा की आलोचनात्मक समझ।
- हिंदी आलोचना के विकास व विभिन्न आलोचकों की आलोचना दृष्टि से परिचय।
- निबंध लेखन व साहित्यालोचना की क्षमता।

परीक्षा के लिए निर्देश

- **व्याख्या :** पाठ्यक्रम में व्याख्या के लिए निर्धारित रचनाओं में दो पाठांश दिए जाएंगे। परीक्षार्थी को संदर्भ सहित व्याख्या करनी होगी। प्रत्येक के लिए 8 अंक निर्धारित हैं। यह खंड कुल 16 अंक का होगा।
- **पाठ बोध :** पाठ्यक्रम में निर्धारित रचनाओं में से एक पाठांश व उस पर आधारित चार प्रश्न दिये जाएंगे। परीक्षार्थी को पाठ के आधार पर उनके उत्तर देने होंगे। इसके लिए 8 अंक निर्धारित हैं।
- **आलोचनात्मक प्रश्न :** पाठ्यक्रम में निर्धारित (इकाई 1, 2 व 3) विषयों से आंतरिक विकल्प सहित एक-एक आलोचनात्मक प्रश्न दिया जाएगा। परीक्षार्थी को आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक के लिए 12 अंक निर्धारित हैं। यह खंड कुल 36 अंक का होगा।
- **लघु-उत्तरीय प्रश्न :** द्रुत पाठ के लिए निर्धारित रचनाकारों व उनकी रचनाओं की मूल संवेदना पर केंद्रित 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर (लगभग 200 शब्दों में) देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं। यह खंड कुल 20 अंक का होगा।
- **वस्तुनिष्ठ :** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्यांकन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

पाठ्यक्रम

(क) आलोचनात्मक प्रश्नों के लिए

इकाई -1 हिंदी निबंध का उद्भव और विकास; आलोचना और रचना का संबंध; आलोचना का महत्व; हिंदी आलोचना का उद्भव और विकास; हिंदी आलोचना और औपनिवेशिकता

इकाई -2 निबंधकार आचार्य रामचंद्र शुक्ल; निबंधकार आचार्य हजारीप्रसाद द्विवेदी; निबंधकार कुबेरनाथ राय; निबंधकार हरिशंकर परसाई, स्त्री निबंधकार

इकाई - 3 आचार्य रामचंद्र शुक्ल की आलोचना दृष्टि; आचार्य हजारीप्रसाद द्विवेदी की आलोचना दृष्टि; रामविलास शर्मा की आलोचना दृष्टि; नामवर सिंह की आलोचना दृष्टि, महादेवी वर्मी की आलोचना दृष्टि

(ख) व्याख्या व पाठ बोध के लिए निबंध

भारतवर्षोन्नति कैसे हो सकती है (भारतेन्दु); मजदूरी और प्रेम (अध्यापक पूर्ण सिंह); उत्साह (रामचंद्र शुक्ल); नाखून क्यों बढ़ते हैं (हजारी प्रसाद द्विवेदी); मेरे राम का मुकुट भीग रहा है; (विद्यानिवास मिश्र); उत्तराफाल्गुनी के आस-पास (कुबेरनाथ राय); उठ जाग मुसाफिर (विवेकी राय); संस्कृति और सौंदर्य (नामवर सिंह)।

(ग) लघु उत्तरी प्रश्नों के लिए

(बालमुकुंद गुप्त, बालकृष्ण भट्ट, आचार्य महावीरप्रसाद द्विवेदी, नंददुलारे वाजपेयी, डा. नगेंद्र, विजयदेव नारायण साही, शरद जोशी, हरिशंकर परसाई)

सहायक पुस्तकें

- हिंदी आलोचना - निर्मला जैन
- हिंदी आलोचना - विश्वनाथ त्रिपाठी
- आलोचक और आलोचना - बच्चन सिंह
- आलोचना के प्रगतिशील आयाम - शिवकुमार मिश्र
- आचार्य रामचंद्र शुक्ल और हिंदी आलोचना -रामविलास शर्मा
- हिंदी आलोचना का विकास - नंदकिशोर नवल
- हिंदी आलोचक : शिखरों का साक्षात्कार - रामचंद्र तिवारी
- हिंदी आलोचना और आलोचक - रामबक्ष
- हिन्दी आलोचना का दूसरा पाठ - निर्मला जैन
- आलोचना की सामाजिकता - मैनेजर पाण्डेय
- आलोचक का दायित्व - रामचन्द्र तिवारी, विश्वविद्यालय प्रकाशन
- इतिहास और आलोचना - नामवर सिंह, राजकमल प्रकाशन
- साहित्य के अध्ययन की दृष्टियां - उदयभानु सिंह, हरभजन सिंह, रविन्द्रनाथ श्रीवास्तव
- समकालीन हिंदी निबंध - कमला प्रसाद
- हिंदी निबंध के आधार स्तम्भ - हरिमोहन
- हिंदी निबंध साहित्य का सांस्कृतिक अध्ययन - बाबूराम
- नामवर सिंह और समीक्षा के सीमांत - जगदीश्वर चतुर्वेदी

MAH-403-हिंदी: आत्मकथा, जीवनी, संस्मरण व रेखाचित्र

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

हिंदी आत्मकथा, जीवनी, संस्मरण व रेखाचित्र जानकारी के लिए।

पाठ्यक्रम के अपेक्षित परिणाम

- हिंदी आत्मकथा का विकास व आलोचनात्मक समझ।
- हिंदी जीवनी का विकास व आलोचनात्मक समझ।
- हिंदी संस्मरण का विकास व आलोचनात्मक समझ।
- हिंदी रेखाचित्र का विकास व आलोचनात्मक समझ।

परीक्षा के लिए निर्देश

- **व्याख्या :** पाठ्यक्रम में निर्धारित रचनाओं में से विकल्प एक सहित पाठांश दिया जायेगा। परीक्षार्थी को संदर्भ सहित व्याख्या करनी होगी। इसके लिए 8 अंक निर्धारित हैं। यह खंड कुल 8 अंक का होगा।
- **पाठ बोध :** पाठ्यक्रम में निर्धारित रचनाओं में से एक पाठांश व उस पर आधारित चार प्रश्न दिये जाएंगे। परीक्षार्थी को पाठ के आधार पर उनके उत्तर देने होंगे। इसके लिए 8 अंक निर्धारित हैं।
- **आलोचनात्मक प्रश्न :** पाठ्यक्रम में निर्धारित प्रत्येक रचना से आंतरिक विकल्प सहित रचनाओं की मूल संवेदना, विषयवस्तु, सामाजिक सरोकार, कलागत वैशिष्ट्य, प्रासंगिकता आदि से संबंधित एक-एक प्रश्न दिया जाएगा। परीक्षार्थी को आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक के लिए 12 अंक निर्धारित हैं। यह खंड कुल 36 अंक का होगा।
- **लघु-उत्तरीय प्रश्न :** द्रुत पाठ के लिए निर्धारित रचनाकारों व उनकी रचनाओं की मूल संवेदना पर केंद्रित 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर (लगभग 200 शब्दों में) देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं। यह खंड कुल 20 अंक का होगा।
- **वस्तुनिष्ठ :** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्यांकन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

पाठ्यक्रम

(क) आलोचनात्मक प्रश्नों के लिए

आत्मकथा - निज जीवन छटा - रामप्रसाद बिस्मिल

जीवनी - प्रेमचंद घर में - शिवरानी देवी

संस्मरण - संस्मृतियां - शिव वर्मा

(ख) व्याख्या व पाठ बोध के लिए

रेखाचित्र - रामवृक्ष बेनीपुरी - माटी की मूरतें

(ग) द्रुत पाठ के लिए

(महादेवी वर्मा, माखनलाल चतुर्वेदी, राहुल सांकृत्यायन, कन्हैया लाल मिश्र प्रभाकर, देवेंद्र सत्यार्थी, पाण्डेय बेचन शर्मा उग्र, शिवपूजन सहाय, कौशल्या बैसंत्री)

सहायक पुस्तकें

- आत्मकथा की संस्कृति - पंकज चतुर्वेदी
- हिंदी गद्य : इधर की उपलब्धियां - पुष्पपाल सिंह
- हिन्दी गद्य : विन्यास और विकास - रामस्वरूप चतुर्वेदी
- हिन्दी गद्य का इतिहास - रामचन्द्र तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी
- आधुनिक हिंदी गद्य-साहित्य का विकास और विश्लेषण - विजय मोहन सिंह
- हिंदी कथेतर गद्यः परंपरा और प्रयोग - दयानिधि मिश्र

MAH-404-अनुवाद और शोध-प्रविधि

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

अनुवाद और शोध-प्रविधि से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- अनुवाद का सैद्धांतिक और व्यवहारिक ज्ञान।
- अनुवाद करने की योग्यता में अभिवृद्धि।
- शोध के सैद्धांतिक पक्ष तथा प्रस्तुतिकरण की समझ।
- शोध करने की योग्यता में अभिवृद्धि

परीक्षा के लिए निर्देश

प्रश्न पत्र तीन खंडों में विभक्त होगा।

- **समीक्षात्मक खंड -** निर्धारित पाठ्यक्रम की प्रत्येक इकाई से आंतरिक विकल्प सहित एक-एक समीक्षात्मक प्रश्न पूछा जाएगा। प्रत्येक 12 अंकों का होगा। यह खंड कुल 48 अंक का होगा।
- **लघु-उत्तरीय खंड -** निर्धारित पाठ्यक्रम में से 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर देना होगा। प्रत्येक का उत्तर लगभग 250 शब्दों में हो। प्रत्येक के लिए 6 अंक निर्धारित हैं। यह खंड कुल 24 अंक का होगा।
- **वस्तुनिष्ठ खंड** -समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्याकंन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

पाठ्यक्रम

इकाई- 1 अनुवादः स्वरूप, क्षेत्र और महत्व; अनुवाद की प्रक्रिया एवं प्रविधि; हिंदी में अनुवाद की परंपरा; अनुवादक के गुण; अनुवाद की सीमाएं और समस्याएं

इकाई - 2 साहित्यिक अनुवाद : काव्यानुवाद और गद्यानुवाद; कार्यालयी हिन्दी और अनुवाद ; जनसंचार माध्यमों का अनुवाद; वैज्ञानिक तकनीकी तथा प्रोद्योगिकी क्षेत्रों में अनुवाद; वाणिज्यिक अनुवाद

इकाई - 3 शोध की अवधारणा और स्वरूप; शोध के प्रकार; डिजीटल युग में शोध; शोध और समीक्षा के संबंध; शोध प्रविधि - सर्वेक्षण, सामग्री विश्लेषण, केस स्टडी, समूह चर्चा, द्वितीयक आंकड़ों का विश्लेषण, प्रलेख आधारित शोध और पुस्तकालय शोध।

इकाई - 4 शोध समस्या और शोध परिकल्पना; शोध प्रारुपः उद्देश्य, भाग, विशेषताएँ और निर्धारक तत्व; सामग्री संकलन, विश्लेषण और व्याख्या; शोध प्रबंध लेखनः पाद-टिप्पणी, संदर्भ ग्रंथ-सूची।

सहायक पुस्तकें

- अनुवाद विज्ञान : सिद्धांत और अनुप्रयोग - नगेंद्र
- अनुवाद सिद्धांत और प्रयोग - श्री गोपीनाथन
- अनुवादः सिद्धांत औऱ समस्याएं - रवींद्रनाथ श्रीवास्तव
- अनुवाद विज्ञान - भोलानाथ तिवारी
- अनुसंधान - डा. सत्येंद्र
- अनुसंधान और आलोचना - डा. नगेंद्र
- शोध-प्रविधि - विनयमोहन शर्मा

MAH-405-(i) दलित विमर्श और साहित्य

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

दलित साहित्य व विमर्श से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- दलित विमर्श की सैद्धांतिकी से परिचय।
- दलित साहित्य के उद्भव व पृष्ठभूमि का बोध।
- दलित साहित्य की विभिन्न विधाओं के साहित्य का परिचय।
- दलित सौंदर्यशास्त्र की आलोचनात्मक समझ का विकास।

परीक्षा के लिए निर्देश

- **व्याख्या :** पाठ्यक्रम में निर्धारित रचनाओं में से चार पाठांश दिये जायेंगे। परीक्षार्थी को दो की संदर्भ सहित व्याख्या करनी होगी। इसके लिए 8 अंक निर्धारित हैं। यह खंड कुल 16 अंक का होगा।
- **आलोचनात्मक प्रश्न :** पाठ्यक्रम में निर्धारित इकाई 1 के पाठ्य विषयों और इकाई 2 व 3 में निर्धारित प्रत्येक रचना से आंतरिक विकल्प सहित रचनाओं की मूल संवेदना, विषयवस्तु, सामाजिक सरोकार, कलागत वैशिष्ट्य, प्रासंगिकता आदि से संबंधित एक-एक प्रश्न दिया जाएगा। परीक्षार्थी को आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक के लिए 12 अंक निर्धारित हैं। यह खंड कुल 36 अंक का होगा।
- **लघु-उत्तरीय प्रश्न :** द्रुत पाठ के लिए निर्धारित रचनाकारों व उनकी रचनाओं की मूल संवेदना पर केंद्रित 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर (लगभग 200 शब्दों में) देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं। यह खंड कुल 20 अंक का होगा।
- **वस्तुनिष्ठ :** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्यांकन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

पाठ्यक्रम

(क) आलोचनात्मक प्रश्नों के लिए

इकाई -1. दलित साहित्य की अवधारणा और स्वरूप; दलित साहित्य के प्रेरणा पुरुष जोतिबा फुले और डा. भीमराव आंबेडकर; दलित आंदोलन का भारतीय परिप्रेक्ष्य; दलित साहित्य की वैचारिकी; दलित साहित्य का सौंदर्यशास्त्र; दलित साहित्य की प्रवृतियां; दलित साहित्य के प्रमुख हस्ताक्षर।

इकाई - 2. **आत्मकथा -** मुर्दहिया - तुलसीराम

इकाई - 3. **कहानी -** ओमप्रकाश वाल्मीकि - पच्चीस चौका डेढ़ सौ; मोहनदास नैमिशराय - अपना गांव; जयप्रकाश कर्दम - नो बार; सूरजपाल चौहान - साज़िश; श्योराज सिंह 'बेचैन'- अस्थियों के अक्षर; रत्न कुमार सांभरिया - फुलवा (संदर्भ पुस्तकः दलित कहानी संचयन - सं. रमणिका गुप्ता, साहित्य अकादमी, दिल्ली)

(ख) व्याख्या के लिए

कविताएं - एक पूरी उम्र, मैं आदमी नहीं हूं (मलखान सिंह); ठाकुर का कुंआ, बस्स बहुत हो चुका (ओमप्रकाश वाल्मीकि); लालटेन (जयप्रकाश कर्दम); लड़की ने डरना छोड़ दिया (श्योराज सिंह बेचैन); सफदर हाश्मी की याद में (मोहनदास नैमिशराय); ओ वाल्मीकि, सुनो विक्रम (सुशीला टाकभौरे); औरत औरत में अंतर है, नाचीज (रजनी तिलक); सूरज के हकदार हो तुम, हत्यारा, (मुकेश मानस)। (संदर्भ पुस्तक - दलित निर्वाचित कविताएं - कंवल भारती)

(ग) द्रुत पाठ के लिए

(अछूतानंद, माताप्रसाद, डा. धर्मवीर, कंवल भारती, सूरजपाल चौहान, कैलाश चौहान, अनीता भारती, टेकचंद, रजनी अनुरागी, पूनम तुषामड़**)**

सहायक पुस्तकें

- दलित निर्वाचित कविताएं - कंवल भारती
- दलित कहानी संचयन - सं. रमणिका गुप्ता
- दलित साहित्य का सौंदर्यशास्त्र - ओमप्रकाश वाल्मीकि
- दलित साहित्यः एक अन्तर्यात्रा - बंजरंग बिहारी तिवारी
- दलित साहित्य का सौंदर्यशास्त्र - शरणकुमार लिम्बाले
- दलित आत्मकथाएं अनुभव से चिन्तन - डॉ. सुभाष चन्द्र
- दलित कविता का संघर्ष - कंवल भारती
- दलित मुक्ति आन्दोलनः सीमाएं और संभावनाएं - डॉ. सुभाष चन्द्र
- जाति समाज में पितृसत्ता - उमा चक्रवर्ती
- दलित विमर्श की भूमिका - कंवल भारती
- आधुनिकता के आइने में दलित - सं. अभय दुबे
- दलित दृष्टि - गेल ओमवेट
- दलित विमर्श की भूमिका - कंवल भारती
- अम्बेड़करवादी विचारधारा इतिहास और दर्शन - संपा - वेद प्रकाश
- अंबेड़करवादी साहित्य की अवधारणा - तेज सिंह
- उत्तर अम्बेडकर दलित आन्दोलनः दशा और दिशा - आनंद तेलतुमड़े
- बहुजन वैचारिकी, तुलसीराम विशेषांक
- हंस, दलित विशेषांक

MAH-405-(ii)- स्त्री विमर्श और साहित्य

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

स्त्री साहित्य व विमर्श से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- स्त्री विमर्श की सैद्धांतिकी से परिचय।
- स्त्री साहित्य के उद्भव व पृष्ठभूमि का बोध।
- स्त्री साहित्य की विभिन्न विधाओं के साहित्य का परिचय।
- स्त्री साहित्य के सौंदर्यशास्त्र की आलोचनात्मक समझ का विकास।

परीक्षा के लिए निर्देश

- **व्याख्या :** पाठ्यक्रम में निर्धारित रचनाओं में से दो पाठांश दिये जायेंगे। परीक्षार्थी को एक की संदर्भ सहित व्याख्या करनी होगी। इसके लिए 8 अंक निर्धारित हैं। यह खंड कुल 8 अंक का होगा।
- **पाठ बोध :** पाठ्यक्रम में निर्धारित रचनाओं में से एक पाठांश व उस पर आधारित चार प्रश्न दिये जाएंगे। परीक्षार्थी को पाठ के आधार पर उनके उत्तर देने होंगे। इसके लिए 8 अंक निर्धारित हैं।
- **आलोचनात्मक प्रश्न :** पाठ्यक्रम में निर्धारित इकाई 1 के पाठ्य विषयों और इकाई 2 व 3 में निर्धारित प्रत्येक रचना से आंतरिक विकल्प सहित रचनाओं की मूल संवेदना, विषयवस्तु, सामाजिक सरोकार, कलागत वैशिष्ट्य, प्रासंगिकता आदि से संबंधित एक-एक प्रश्न दिया जाएगा। परीक्षार्थी को आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक के लिए 12 अंक निर्धारित हैं। यह खंड कुल 36 अंक का होगा।
- **लघु-उत्तरीय प्रश्न :** द्रुत पाठ के लिए निर्धारित रचनाकारों व उनकी रचनाओं की मूल संवेदना पर केंद्रित 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर (लगभग 200 शब्दों में) देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं। यह खंड कुल 20 अंक का होगा।
- **वस्तुनिष्ठ :** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्यांकन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

पाठ्यक्रम

(क) आलोचनात्मक प्रश्नों के लिए

(ख)

इकाई -1. स्त्री विमर्श - स्वरूप व परिभाषा; स्त्री विमर्श की वैचारिक पृष्ठभूमि; स्त्री विमर्श का विकास; स्त्री विमर्श की साहित्यिक स्थापनाएं; स्त्री विमर्श की विभिन्न चिंतन धाराएं; स्त्री साहित्य लेखन की प्रवृतियां; हिंदी की प्रमुख स्त्री लेखिकाएं

इकाई - 2 **आत्मकथा -** शिकंजे का दर्द - सुशीला टाकभौरे

इकाई - 3 **उपन्यास -** महाभोज - मन्नू भंडारी

(ग) व्याख्या के लिए

कविताएं - कात्यायनी - सात भाइयों के बीच चंपा (आरंभिक 18 कविताएं, 'स्त्री से डरो' भाग)

(घ) पाठ बोध के लिए

महादेवी वर्मा - स्त्री के अर्थ-स्वातंत्र्य का प्रश्न; हिंदू स्त्री का पत्नीत्व (शृंखला की कड़ियां)

(ङ) द्रुत पाठ के लिए

(कृष्णा सोबती, चित्रा मुद्गल, निर्मला जैन, मृदुला गर्ग, मृणाल पाण्डेय , नासिरा शर्मा, प्रभा खेतान, अनामिका,)

सहायक पुस्तकें

- दोहरा अभिशाप - कौशल्या बैसंत्री
- सेज पर संस्कृत - मधु कांकरिया
- सात भाइयों के बीच चंपा - कात्यायनी
- शृंखला की कड़िया - महादेवी वर्मा
- स्त्री उपेक्षिता (अनु.-प्रभा खेतान) - सीमोन द बोउआ
- ज्ञान का स्त्रीवादी पाठ - सुधा सिंह
- उपनिवेश में स्त्री - प्रभा खेतान
- आदमी की निगाह में औरत - राजेंद्र यादव
- स्त्री पराधीनता - जॉन स्टुर्अट मिल
- कविता में औरत - अनामिका
- इतिहास में स्त्री - सुमन राजे
- नारीवादी राजनीतिः संघर्ष और मुद्दे, सं. साधना आर्य
- स्त्री अस्मिताः साहित्य और विचारधारा - जगदीश्वर चतुर्वेदी व सुधा सिंह
- स्त्रीवादी साहित्य विमर्श - जगदीश्वर चतुर्वेदी
- स्त्री मुक्ति का सपना - अरविंद जैन व लीलाधर मंडलोई
- भारत में विवाह संस्था का इतिहास - विश्वनाथ काशीनाथ राजवाड़े
- स्त्री-पुरुष संबंधों का रोमांचकारी इतिहास - मन्मथनाथ गुप्त
- हिन्दू स्त्री का जीवन , प.रमाबाई अनु. शंभू जोशी
- प्राचीन भारत में नारी - डॉ.उर्मिला प्रकाश मिश्र

MAH-405-(iii)-आदिवासी विमर्श और साहित्य

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

आदिवासी साहित्य व विमर्श से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- आदिवासी विमर्श की सैद्धांतिकी से परिचय।
- आदिवासी साहित्य के उद्भव व पृष्ठभूमि का बोध।
- आदिवासी साहित्य की विभिन्न विधाओं के साहित्य का परिचय।
- आदिवासी साहित्य के सौंदर्यशास्त्र की आलोचनात्मक समझ का विकास।

परीक्षा के लिए निर्देश

- **व्याख्या :** पाठ्यक्रम में निर्धारित रचनाओं में से चार पाठांश दिये जायेंगे। परीक्षार्थी को दो की संदर्भ सहित व्याख्या करनी होगी। इसके लिए 8 अंक निर्धारित हैं। यह खंड कुल 16 अंक का होगा।
- **आलोचनात्मक प्रश्न :** पाठ्यक्रम में निर्धारित इकाई 1 के पाठ्य विषयों और इकाई 2 व 3 में निर्धारित प्रत्येक रचना से आंतरिक विकल्प सहित रचनाओं की मूल संवेदना, विषयवस्तु, सामाजिक सरोकार, कलागत वैशिष्ट्य, प्रासंगिकता आदि से संबंधित एक-एक प्रश्न दिया जाएगा। परीक्षार्थी को आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक के लिए 12 अंक निर्धारित हैं। यह खंड कुल 36 अंक का होगा।
- **लघु-उत्तरीय प्रश्न :** द्रुत पाठ के लिए निर्धारित रचनाकारों व उनकी रचनाओं की मूल संवेदना पर केंद्रित 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर (लगभग 200 शब्दों में) देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं। यह खंड कुल 20 अंक का होगा।
- **वस्तुनिष्ठ :** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्यांकन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

पाठ्यक्रम

(क) आलोचनात्मक प्रश्नों के लिए

इकाई -1. आदिवासी विमर्श - अर्थ व स्वरूप; आदिवासी विमर्श की वैचारिक पृष्ठभूमि; आदिवासी आंदोलन; साम्राज्यवाद और आदिवासी प्रतिरोध; आदिवासियों संबंधी कानून; आदिवासी विमर्श की साहित्यिक स्थापनाएं; आदिवासी विमर्श का विकास;

आदिवासी साहित्य लेखन की प्रवृतियां; आदिवासी विमर्श और जल, जंगल, जमीन के मुद्दे।

इकाई - 2. **उपन्यास** - धूणी तपे तीर - हरिराम मीणा

इकाई - 3. **नाटक** - सूर्योदय - रोज केरकट्टा

(ख) व्याख्या के लिए

कविता - निर्मला पुतुल - नगाड़े की तरह बजते शब्द

(ग) द्रुत पाठ के लिए

(रमणिका गुप्ता, वंदना टेटे, एलिस एक्का, महादेव टोप्पो, रणेंद्र, अनुज लुगुन)

सहायक पुस्तकें

- भारतीय साहित्य और आदिवासी विमर्श - माधव सोनटक्के, संजय राठोड़
- आदिवासी साहित्यः परंपरा औऱ प्रयोग - वंदना टेटे
- आदिवासी विकासः एक सैद्धांतिक विवेचन - डा. ब्रह्मदेव शर्मा
- आदिवासी भाषा और साहित्य - सं. रणणिका गुप्ता
- आदिवासी साहित्य यात्रा - रमणिका गुप्ता
- आदिवासी संघर्ष गाथा - विनोद कुमार
- हिंदी में आदिवासी साहित्य - इसपाक अली
- आदिवासी कथा - महाश्वेता देवी
- शौर्य और विद्रोह - स. रमणिका गुप्ता
- साम्राज्यवाद और आदिवासी प्रतिरोध - रेतपथ (विशेष प्रस्तुती)

MAH-405-(iv)-लोक साहित्य

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

हरियाणा के लोक साहित्य व विमर्श से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- लोक साहित्य की अवधारणा की समझ।
- लोक साहित्य की विभिन्न विधाओं की समझ।
- हरियाणा के लोक साहित्य व लोककवियों से परिचय।
- हरियाणा की लोक संस्कृति व साहित्य की आलोचनात्मक समझ में अभिवृद्धि।

परीक्षा के लिए निर्देश

- **व्याख्या** : पाठ्यक्रम में निर्धारित रचनाओं में से चार पाठांश दिये जायेंगे। परीक्षार्थी को दो की संदर्भ सहित व्याख्या करनी होगी। इसके लिए 8 अंक निर्धारित हैं। यह खंड कुल 16 अंक का होगा।
- **आलोचनात्मक प्रश्न :** निर्धारित पाठ्यक्रम से छः प्रश्न दिये जाएगा। परीक्षार्थी को तीन का आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक के लिए 12 अंक निर्धारित हैं। यह खंड कुल 36 अंक का होगा।
- **लघु-उत्तरीय प्रश्न :** द्रुत पाठ के लिए निर्धारित रचनाकारों व उनकी रचनाओं की मूल संवेदना पर केंद्रित 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर (लगभग 200 शब्दों में) देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं। यह खंड कुल 20 अंक का होगा।
- **वस्तुनिष्ठ :** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्यांकन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

पाठ्यक्रम

(क) आलोचनात्मक प्रश्नों के लिए

- लोक साहित्य की अवधारणा, लोक संस्कृति की अवधारणा व विशेषताएं, लोक साहित्य अध्ययन का इतिहास, हिंदी भाषा व साहित्य में लोक साहित्य का योगदान, हरियाणा की लोक संस्कृति और लोक साहित्य।
- लोक नाट्य - (स्वांग का स्वरूप और विकास, हरियाणा के प्रमुख लोकनाट्यकार)
- लोकगाथा - स्वरूप और विशेषताएं, लोकगाथाएं (ढोला मारू, नल-दमयंती, गोपीचंद-भरथरी)

- लोकगीत - स्वरूप और विशेषताएं, लोकगीत के प्रकार (संस्कारगीत, श्रमगीत, व्रतगीत, ऋतुगीत)
- लोक कथा - स्वरूप और विशेषताएं, हरियाणा की लोककथाओं में लोकजीवन
- रागनी - उद्भव और विकास, समकालीन रागनी की विशेषताएं।
- हरियाणा की बोलियां, मुहावरे, लोकोक्तियां, पहेलियां।

(ख) व्याख्या के लिए

स्वांग - लख्मीचंद - पदमावत, संदर्भ पुस्तक - पं. लख्मीचंद ग्रंथावली- पूर्णचंद (रागनी संख्या 1, 6, 12, 14, 37, 38, 44, 46, 47, 52, 54, 57,)

लोकगाथा - (स्वांग गूगे राजपूत बागड़ देस का - आर. सी. टेम्पल संकलित)

रागनियां - बेरा ना कद दर्शन होंगे पिया मिलन की लागरही आस (बाजे भगत), लाख चौरासी जीया जून में नाचे दुनिया सारी (लखमीचंद), वा राजा की राजकुमारी मैं सिर्फ लंगोटे आळा सूं (प. मांगेराम), मेरा जोबन, तन, मन बिघन करेस कुछ जतन बणा मेरी सास (राय धनपत सिंह), पहले आळी बात पुराणे ख्याल बदलणे होंगे (दयाचंद मायना), जब इकतालीस के सन म्हं सिंगापुर की त्यारी होग्यी (फौजी मेहरसिंह), मात पिता के मरें बाद आंसू टपकाकै के होगा (ज्ञानीराम शास्त्री), कह रहा मनियारा हो कोई चूड़ी पहरण वाली (रामकिशन ब्यास), सन् 37 मैं हिंद देख का बच्चा बच्चा तंग होग्या (हरिकेश पटवारी), पोह का म्हिना रात अंधेरी, पड़ै जोर का पाळा (रणबीर सिंह दहिया)

(ग) द्रुत पाठ के लिए

(सादुल्ला खान, बाजेभगत, पं. मांगेराम, मेहर सिंह, दयाचंद, धनपत सिंह, रामकिशन ब्यास, आर सी टेम्पल, भिखारी ठाकुर, ईश्वरी (ईसुरी), देवेंद्र सत्यार्थी)

सहायक पुस्तकें

- लोक साहित्य विज्ञान - सत्येंद्र
- लोक साहित्य की भूमिका - कृष्णदेव उपाध्याय
- लोक - सं. पीयूष दहिया
- लोक साहित्य की भूमिका - डा. धीरेंद्र वर्मा
- हरियाणा का लोक साहित्य - लालचंद गुप्त मंगल
- लोक नाट्य सांगः कल और आज - पूर्णचंद शर्मा
- हरियाणा की उपभाषाएं - साधुराम शारदा
- हरियाणा लोक साहित्य संचयन - सुभाष चंद्र
- हरियाणवी लोक कथाएं - शंकरलाल यादव
- भारतीय लोक साहित्य - श्याम परमार
- हरियाना का लोक साहित्य - शंकरलाल यादव
- हरियाणवी लोकधाराः प्रतिनिधि रागनियां - सुभाष चंद्र
- देसहरियाणा (अंक 26, लोक आख्यान विशेषांक)
- हरियाणवी - रामनिवास मानव

MAH-405-(v)-विश्व साहित्य (हिंदी में अनुदित)

क्रेडिट - 4 **कुल अंक 100**

समय 3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

विश्व साहित्य की जानकारी के लिए।

पाठ्यक्रम के अपेक्षित परिणाम

- विश्व साहित्य की अवधारणा की समझ।
- विश्व साहित्य की विभिन्न विधाओं के साहित्य से परिचय।
- भारतीय साहित्य के साथ तुलना की समझ।
- विश्व साहित्य की आलोचनात्मक समझ में अभिवृद्धि।

परीक्षा के लिए निर्देश

- **व्याख्या :** पाठ्यक्रम में निर्धारित रचनाओं में से चार पाठांश दिये जायेंगे। परीक्षार्थी को दो की संदर्भ सहित व्याख्या करनी होगी। इसके लिए 8 अंक निर्धारित हैं। यह खंड कुल 16 अंक का होगा।
- **आलोचनात्मक प्रश्न :** पाठ्यक्रम में निर्धारित प्रत्येक रचना से आंतरिक विकल्प सहित रचनाओं की मूल संवेदना, विषयवस्तु, सामाजिक सरोकार, कलागत वैशिष्ट्य, प्रासंगिकता आदि से संबंधित एक-एक प्रश्न दिया जाएगा। परीक्षार्थी को आलोचनात्मक ढंग से उत्तर देना होगा। प्रत्येक के लिए 12 अंक निर्धारित हैं। यह खंड कुल 36 अंक का होगा।
- **लघु-उत्तरीय प्रश्न :** द्रुत पाठ के लिए निर्धारित रचनाकारों व उनकी रचनाओं की मूल संवेदना पर केंद्रित 7 प्रश्न दिए जायेंगे। परीक्षार्थी को किन्हीं 4 का उत्तर (लगभग 200 शब्दों में) देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं। यह खंड कुल 20 अंक का होगा।
- **वस्तुनिष्ठ :** समस्त पाठ्यक्रम में से 8 वस्तुनिष्ठ प्रश्न दिए जायेंगे। प्रत्येक 1 अंक का होगा। यह खंड कुल 8 अंक का होगा।
- **विशेष - आंतरिक मूल्यांकन के निर्देश -** नियत कार्य (assignments / project /case study) हेतु व्यावहारिक विषय दिए जाएं, ताकि अपने अनुभव, अध्ययन, आलोचनात्मक समझ के आधार पर विद्यार्थी अपनी प्रतिभा प्रस्तुत कर सके।

पाठ्यक्रम

(क) आलोचनात्मक प्रश्नों के लिए

उपन्यास - मां - मक्सिम गोर्की

चिंतन - **अपना कमरा - वर्जीनिया वुल्फ (अनु. गोपाल प्रधान)**

कहानियां - पोस्ट मास्टर (पुश्किन); एक लंबा निर्वासन (लियो टालस्टॉय); एक शर्त (एन्तान चेखव); दिल की आवाज (एडगर एलन पो); दूसरे देश में (अर्नेस्ट

हेमिंग्वे); वारिस (थॉमस हार्डी); अंधों के देश में (एच. जी. वेल्स); रहस्यमय हवेली (होनोर डि बाल्जाक़); अतीत बाधा (गाइ द. मोपासा); मोहभंग (टॉमस मान); कस्बे का डॉक्टर (फ्रेंज काफ्का); छोटा सा रहस्य (ऑस्कर वाइल्ड)
(संदर्भ पुस्तक - विश्व के अमर कथाकार - अनुवाद अनुराधा महेंद्र, आधार प्रकाशन, पंचकुला)

(ख) व्याख्या के लिए

कविताएं - पाब्लो नेरूदा की कविताएं (चंद्रबली पांडेय का अनुवाद)

(ग) द्रुत पाठ के लिए

शेक्सपियर, बर्नाड़ शॉ, टाल्सटॉय, वाल्ट विट्मैन, लुशून, चिनुआ अचीबे, , माया एंजेलो, रिल्के, महमूद दरवेश, हबीब जालिब।

सहायक पुस्तकें

- विश्व के अमर कथाकार - अनुवाद अनुराधा महेंद्र
- हिम्मतमाई (अनु. नीलाभ) - ब्रेख्त
- प्रेमचंद और गोर्की - शची रानी गुर्टू
- विश्व साहित्य की रूपरेखा - भगवतशरण उपाध्याय
- उपन्यास और जन समुदाय (अनु.-नरोत्तम नागर) - रॉल्फ फाक्स
- विश्व साहित्य के क्लासिक उपन्यास - जंगबहादुर गोयल
- उद्भावना-अंक 70 (पाब्लो नेरूदा विशेषांक) - सं. विष्णु खरे
- रिल्के से राइषर्ट तक - अमृत मेहता

हिंदी-विभाग

कुरुक्षेत्र विश्वविद्यालय कुरुक्षेत्र

(प्रदेश विधायिका एक्ट 12ए 1956 के तहत स्थापित)

('ए+ श्रेणी' राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद द्वारा प्रदत्त)

बी ए (प्रोग्राम) हिंदी (अनिवार्य) पाठ्यक्रम
सी. बी. सी. एस. (चयन-आधारित क्रेडिट पद्धति),
सत्र 2020-21 से लागू

कोर्स कोड	कोर्स का नाम	क्रेडिट	शिक्षण घंटे / प्रति सप्ताह	परीक्षा की स्कीम (अंक)			
				परीक्षा	आंतरिक मूल्यांकन	कुल अंक	समय
सेमेस्टर- I							
B-HIN(C)-101	हिंदी भाषा और आधुनिक हिंदी कविता	06	06	80	20	100	3 घंटे
सेमेस्टर- II							
B-HIN(C)-201	प्रयोजनमूलक हिंदी और हिंदी गद्य-I	06	06	80	20	100	3 घंटे
सेमेस्टर- III							
B-HIN(C)-301	हिंदी साहित्य का इतिहास (रीतिकाल तक) और मध्यकालीन हिंदी कविता	06	06	80	20	100	3 घंटे
सेमेस्टर- IV							
B-HIN(C)-401	हिंदी साहित्य का इतिहास(आधुनिक काल) और हिंदी गद्य-II	06	06	80	20	100	3 घंटे
सेमेस्टर- V							
B-HIN(C)-GE-501	सर्जनात्मक लेखन के विविध क्षेत्र	06	06	80	20	100	3 घंटे
सेमेस्टर- VI							
B-HIN(C)-GE-601	आधुनिक भारतीय कविता	06	06	80	20	100	3 घंटे

पाठ्यक्रम के अपेक्षित परिणाम

1. व्यवहारिक व व्यावसायिक जीवन में भाषा का विशेषकर हिंदी भाषा का सही प्रयोग कर सकेगा।
2. हिंदी भाषा के विकास के माध्यम से भाषा के सैद्धांतिक पहलुओं तथा उसके परिवर्तन की दिशाओं का बोध होगा।
3. हिंदी साहित्य की विभिन्न धाराओं व परंपराओं की समझ विकसित होगी। विभिन्न युगों, धाराओं व रचनाकारों के साहित्य की विशिष्टताओं की समझ बढ़ेगी।
4. समकालीन साहित्य के विविध गद्य व पद्य रूपों के माध्यम से अपने युग का बोध होगा।
5. साहित्य की विभिन्न विधाओं में रचनात्मक लेखन व संप्रेषण की क्षमता विकसित होगी।
6. साहित्य संसार व वास्तविक संसार के यथार्थ के प्रति आलोचनात्मक समझ विकसित होगी और संवेदनशील व्यक्तित्व का विकास होगा।
7. साहित्य के सौंदर्य, कला तथा वैचारिक मूल्यों के प्रति विवेक का निर्माण होगा।
8. उद्यमशीलता की अंतर्दृष्टि व भविष्यदृष्टि का विकास होगा।
9. संदर्भ आधारित ग्रहण क्षमता के माध्यम से काल-परिस्थिति सापेक्ष ठोस विश्लेषणात्मक प्रवृत्ति का विकास होगा।

सेमेस्टर -I

B-HIN(C)-101- हिंदी भाषा और आधुनिक हिंदी कविता

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

हिंदी भाषा व गद्य की विविध विधाओं से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- हिंदी भाषा की संरचना व स्वरूप का ज्ञान।
- हिंदी भाषा के विविध रुपों व प्रयोगों का ज्ञान।
- हिंदी गद्य की विधाओं की विशिष्टता की समझ।
- हिंदी गद्यकारों की रचनाओं के माध्यम से समाज के यथार्थ की आलोचनात्मक समझ।

परीक्षा संबधी निर्देश -

(**क**) **व्याख्या -**पाठ्यक्रम में निर्धारित रचनाओं से दो पाठांश दिए जायेंगे। विद्यार्थी को किसी एक की संदर्भ सहित व्याख्या करनी होगी। इसके लिए 8 अंक निर्धारित हैं।

(**ख**) **पाठ बोध -** पाठ्यक्रम में निर्धारित रचनाओं से एक पाठांश तथा तत्संबंधी 4 प्रश्न दिए जायेंगे। विद्यार्थी को पाठांश के आधार पर उत्तर देने होंगे। इसके लिए 8 अंक निर्धारित हैं।

(**ग**) **पाठ आधारित प्रश्न -** पाठ्यक्रम में निर्धारित रचनाओं की विषयवस्तु, मूल संवेदना, रचना-सौष्ठव व प्रासंगिकता संबंधी 4 समीक्षात्मक प्रश्न दिये जायेंगें। विद्यार्थी को किंही 2 का उत्तर देना होगा। प्रत्येक के लिए 8 अंक निर्धारित हैं।

(**घ**) **भाषा संबंधी प्रश्न -** पाठ्यक्रम में निर्धारित **हिंदी भाषाः विकास और विविध प्रयोग** से 6 प्रश्न दिये जायेंगें। विद्यार्थी को किंही 3 का उत्तर देना होगा। प्रत्येक के लिए 8 अंक निर्धारित हैं।

(**ङ**) **लघूत्तरी प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से 7 लघूत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से 4 के उत्तर (लगभग 100 शब्दों में) देने होंगे। प्रत्येक के लिए 4 अंक निर्धारित हैं।

(**च**) **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। इसके लिए 10 अंक निर्धारित हैं।

विशेष - आंतरिक मूल्याकंन के निर्देश - नियत कार्य (assignments / project /case study) हेतु विद्यार्थी को व्यावहारिक विषय दिए जाएं जिससे वह अपने अनुभव, अध्ययन, आलोचनात्मक समझ को प्रस्तुत कर सके।

पाठ्य विषय

(क) हिंदी भाषाःविकास और विविध प्रयोग

- भाषा का स्वरूप और विशेषताएं, भाषा और मानव समाज का सांस्कृतिक विकास, भाषा के रूप में हिंदी का विकास, साहित्य और संचार की भाषा के रूप में हिंदी का विस्तार, हिंदी की बोलियां-उपबोलियां, देवनागरी लिपि का मानकीकरण।
- हिंदी भाषा के विविध अनुप्रयोग (राजभाषा, राष्ट्रभाषा, संपर्क भाषा), हिंदी की संविधानिक स्थिति। शिक्षा-माध्यम के रूप में हिंदी, हिंदी अध्ययन-अध्यापन (विज्ञान, वाणिज्य व मानविकी के क्षेत्र में)
- सृजनात्मक भाषा (अनुभूति की प्रधानता, अर्थ की विशिष्टता एवं विविधता, भाषा शैली की विविधता, सर्जनात्मक प्रयोग) सृजनात्मक भाषा के विविध पक्ष (शब्द शक्तियां, अंलकरण, सादृश्य विधान, मानवीकरण, मुहावरे, लोकोक्तियां)
- सृजनात्मक लेखन का स्वरूप और महत्व, सृजनात्मक लेखन के उद्देश्य, सृजनात्मक लेखन के प्रकार (साहित्यिक और व्यावसायिक), सृजनात्मक लेखन के लिए भाषा की विशेषताएं, सृजनात्मक लेखन की प्रक्रिया (कविता, कहानी, नाटक, फिल्म, रिपोर्ताज)।

(ख) आधुनिक हिंदी कविता

- मैथिलीशरण गुप्त - दोनों ओर प्रेम पलता है, सखि, वे मुझसे कहकर जाते।
- जयशंकर प्रसाद -कामायनी (चिंता सर्ग), अशोक की चिंता।
- सूर्यकांत त्रिपाठी निराला - वह तोड़ती पत्थर, बादल राग।
- रामधारी सिंह दिनकर - चांद और कवि, यह मनुज
- सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय' - कलगी बाजरे की, यह दीप अकेला
- गजानन माधव मुक्तिबोध - जन जन का चेहरा एक, भूल गलती
- नागार्जुन - कालिदास, उनको प्रणाम
- भवानी प्रसाद मिश्र - कहीं नहीं बचे, गीत फरोश
- कुँवर नारायण - नचिकेता, कविता
- सर्वेश्वरदयाल सक्सेना - पोस्टर और आदमी, छीनने आए हैं वे।

सहायक पुस्तकें

- अच्छी हिंदी - रामचंद्र वर्मा
- हिंदी भाषी - डा. हरदेव बाहरी
- हिंदी व्याकरण - कामता प्रसाद गुरुवार
- हिंदी भाषा का इतिहास- धीरेंद्र वर्मा
- हिंदी भाषाः स्वरूप और विकास- कैलाशचंद्र भाटिया
- हिन्दी भाषा संरचना के विविध आयाम- रवींद्रनाथ श्रीवास्तव
- व्यावहारिक राजभाषा कोश - दिनेश चमोला
- रचनात्मक लेखन - रमेश गौतम

सेमेस्टर - II

B-HIN(C)-201-प्रयोजनमूलक हिंदी और हिंदी गद्य-1

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

प्रयोजनमूलक हिंदी भाषा व हिंदी गद्य का परिचय।

पाठ्यक्रम के संभावित परिणाम

- हिंदी भाषा में कार्यालयी कार्य करने का ज्ञान होगा।
- संविधान में भाषा संबंधी प्रावधानों को जान सकेंगे।
- शासन-प्रशासन के कार्यों को हिंदी भाषा में करने की दक्षता।बैंक, विधि, वाणिज्य संबंधी कार्यों में दक्षता।
- हिंदी नाटक व रंगमंच के विभिन्न आयामों की समझ।

परीक्षा संबधी निर्देश - परीक्षा संबंधी निर्देश स्पष्ट हों।

(क) **व्याख्या -**पाठ्यक्रम में निर्धारित रचनाओं से दो पाठांश दिए जायेंगे। विद्यार्थी को किसी एक की संदर्भ सहित व्याख्या करनी होगी। इसके लिए 8 अंक निर्धारित हैं।

(ख) **पाठ बोध -**पाठ्यक्रम में निर्धारित रचनाओं से एक पाठांश तथा तत्संबंधी 4 प्रश्न दिए जायेंगे। विद्यार्थी को उस पाठांश के आधार पर उत्तर देने होंगे। इसके लिए 8 अंक निर्धारित हैं।

(ग) **पाठ आधारित प्रश्न -**पाठ्यक्रम में निर्धारित रचनाओं की विषयवस्तु, मूल संवेदना, रचना-सौष्ठव व प्रासंगिकता संबंधी 4 समीक्षात्मक प्रश्न दिये जायेंगें। विद्यार्थी को किंही 2 का उत्तर देना होगा। प्रत्येक के लिए 8 अंक निर्धारित हैं।

(घ) **भाषा संबंधी प्रश्न -** पाठ्यक्रम में निर्धारित**प्रयोजनमूलक हिंदी**से 6 प्रश्न दिये जायेंगें। विद्यार्थी को किंही 3 का उत्तर देना होगा। प्रत्येक के लिए 8 अंक निर्धारित हैं।

(ड़) **लघूत्तरी प्रश्न-**निर्धारित समस्त पाठ्यक्रम में से 7 लघूत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से 4 के उत्तर (लगभग 100 शब्दों में) देने होंगे। प्रत्येक के लिए 4 अंक निर्धारित हैं।

(छ) **वस्तुनिष्ठ प्रश्न-** निर्धारित समस्त पाठ्यक्रम में से 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। इसके लिए 10 अंक निर्धारित हैं।

विशेष - आंतरिक मूल्याकंन के निर्देश - नियत कार्य (assignments / project /case study) हेतु विद्यार्थी को व्यावहारिक विषय दिए जाएं जिससे वह अपने अनुभव, अध्ययन, आलोचनात्मक समझ को प्रस्तुत कर सके।

पाठ्य विषय

(क) प्रयोजनमूलक हिंदी

- प्रयोजनमूलक हिंदी की अवधारणा, अनुवाद की अवधारणा और क्षेत्र, अनुवाद प्रक्रिया के चरण, पारिभाषिक शब्दावली की निर्माण प्रक्रिया।
- प्रशासनिक भाषा का स्वरूप और महत्व, सरकारी पत्रों के प्रमुख अंग, कार्यालयी पत्र लेखन के विभिन्न प्रकार, प्रारूपण, टिप्पण।
- नई प्रौद्योगिकी में हिन्दी की चुनौतियां व संभावनाएं, बाजारऔर व्यावसायिक क्षेत्र की हिंदी (बैंक, बीमा, मीडिया), इंटरनेट की हिंदी (यूटयूब, ट्विटर, ब्लॉग, फेसबुक)।
- संप्रेषण की अवधारणा और महत्व, संप्रेषण के प्रकार(मौखिक और लिखित), संप्रेषण में बाधाएं और चुनौतियां, संप्रेषण के विविध रूप (साक्षात्कार, भाषण, संवाद, सामूहिक चर्चा)।
- जनसंचार माध्यमों की भाषा की विशेषताएं (पत्रकारिता, रेडियो, टेलीविज़न, मल्टी मीडिया इंटरनेट), विज्ञापन की भाषा का स्वरूप और विशेषताएं (प्रिंट, इलेक्ट्रोनिक और ई-विज्ञापन)

(ख) हिंदी गद्य - ।

- **कहानी -** पूस की रात (प्रेमचंद), परदा (यशपाल), वापसी (उषा प्रियंवदा)
- **निबंध -** मजदूरी और प्रेम (सरदार पूर्ण सिंह), नाखून क्यों बढ़ते हैं (हजारी प्रसाद द्विवेदी)
- **व्यंग्य -** आशा का अंत - बालमुकुंद गुप्त
- **आत्मकथा -** निज जीवन छटा (अंतिम समय की बातें) - पं. रामप्रसाद बिस्मिल

सहायक पुस्तकें

- प्रयोजनमूलक हिन्दीः सिद्धांत और प्रयुक्ति- डॉ. जितेन्द्र कुमार सिंह
- प्रयोजनमूलक हिन्दी- विनोद गोदारे
- प्रयोजनमूलक हिन्दी- दंगल झाल्टे
- प्रयोजनमूलक हिन्दी- डॉ. माधव सोन टक्के
- प्रयोजनमूलक हिंदी - रघुनंदन प्रसाद शर्मा
- संचार भाषा हिंदी - सूर्यप्रसाद दीक्षित
- जनसंचार माध्यम -भाषा और साहित्य - सुधीश पचौरी
- हिन्दी नाटकः उद्भव और विकास- डॉ दशरथ ओझा
- हिन्दी नाटक का आत्मसंघर्ष- गिरीश रस्तोगी
- हिन्दी एकांकी- सिद्धनाथ कुमार
- हिंदी कहानीः पहचान और परख - डा. इंद्रनाथ मदान
- कहानीः नई कहानी - नामवर सिंह

सेमेस्टर - III

B-HIN(C)-301-हिंदी साहित्य का इतिहास (रीतिकाल तक) और मध्यकालीन हिंदी कविता

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

हिंदी साहित्य के इतिहास से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- हिंदी साहित्य की विभिन्न धाराओं व साहित्यिक परपंराओं से
- भक्तिकालीन विभिन्न धाराओं की वैचारिक पृष्ठभूमि की समझ।
- हिंदी साहित्य के बदलाव के बिंदुओं की पहचान।
- आदिकाल, भक्तिकाल व रीतिकाल की विभिन्न धाराओं व उनके प्रमुख साहित्यकारों की रचना क्षमता व अभिव्यक्ति की विशिष्टताओं की पहचान।

परीक्षा संबधी निर्देश -

(**क**) **व्याख्या -** पाठ्यक्रम में निर्धारित रचनाओं से दो पाठांश दिए जायेंगे। विद्यार्थी को किसी एक की संदर्भ सहित व्याख्या करनी होगी। इसके लिए 8 अंक निर्धारित हैं।

(**ख**) **पाठ बोध -** पाठ्यक्रम में निर्धारित रचनाओं से एक पाठांश तथा तत्संबंधी 4 प्रश्न दिए जायेंगे। विद्यार्थी को पाठांश के आधार पर उत्तर देने होंगे। इसके लिए 8 अंक निर्धारित हैं।

(**ग**) **पाठ आधारित प्रश्न -**पाठ्यक्रम में निर्धारित रचनाओं की विषयवस्तु, मूल संवेदना, रचना-सौष्ठव व प्रासंगिकता संबंधी 4 समीक्षात्मक प्रश्न दिये जायेंगें। विद्यार्थी को किंही 2 का उत्तर देना होगा। प्रत्येक के लिए 8 अंक निर्धारित हैं।

(**घ**) **हिंदी साहित्य के इतिहास संबंधी प्रश्न -** पाठ्यक्रम में निर्धारित **हिंदी साहित्य इतिहास (रीतिकाल तक)** से 6 प्रश्न दिये जायेंगें। विद्यार्थी को किंही 3 का उत्तर देना होगा। प्रत्येक के लिए 8 अंक निर्धारित हैं।

(**ङ**) **लघूत्तरी प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से 7 लघूत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से 4 के उत्तर (लगभग 100 शब्दों में) देने होंगे। प्रत्येक के लिए 4 अंक निर्धारित हैं।

(**च**) **वस्तुनिष्ठ प्रश्न-** निर्धारित समस्त पाठ्यक्रम में से 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। इसके लिए 10 अंक निर्धारित हैं।

विशेष - आंतरिक मूल्यांकन के निर्देश - नियत कार्य (assignments / project /case study) हेतु विद्यार्थी को व्यावहारिक विषय दिए जाएं जिससे वह अपने अनुभव, अध्ययन, आलोचनात्मक समझ को प्रस्तुत कर सके।

पाठ्य विषय

(क) हिंदी साहित्य इतिहास (रीतिकाल तक)

- इतिहास लेखन और साहित्येतिहास लेखन, हिंदी साहित्य इतिहास लेखन की परंपरा, हिंदी साहित्य का काल विभाजन एवं नामकरण,
- आदिकाल की विशेषताएं, आदिकालीन काव्यधाराएं और काव्यगत विशेषताएं (सिद्ध, नाथ, जैन, रासो, लौकिक)।
- भक्ति आन्दोलन: सामाजिक-सांस्कृतिक पृष्ठभूमि, संत काव्यधारा, सूफी काव्यधारा, कृष्ण काव्यधारा, राम कव्यधारा।
- रीतिकाल की ऐतिहासिक पृष्ठभूमि, रीतिकालीन काव्यधाराएं व उनकी काव्यगत विशेषताएं (रीतिबद्ध, रीतिसिद्ध तथा रीतिमुक्त)।

(ख) मध्यकालीन हिंदी कविता

(कबीरदास, रैदास, जायसी, सूरदास, तुलसीदास, रहीम, मीराबाई, बिहारी, घनानंद, गरीबदास का निर्धारित काव्य)

सहायक पुस्तकें

- हिंदी साहित्य और संवेदना का विकास - रामस्वरूप चतुर्वेदी
- हिंदी साहित्य का इतिहास - (सं.) डा. नगेंद्र
- हिंदी साहित्य का दूसरा इतिहास - बच्चन सिंह
- हिंदी साहित्य का इतिहास - लालचंद गुप्त मंगल
- हिंदी साहित्यः इतिहास के आइने में - डा. सुभाष चंद्र

सेमेस्टर -IV

B-HIN(C)-401-हिंदी साहित्य का इतिहास (आधुनिक काल) और हिंदी गद्य -II

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

हिंदी भाषा व गद्य की विविध विधाओं से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- आधुनिक हिंदी साहित्य के इतिहास से परिचय।
- आधुनिक काल के कवियों की काव्य क्षमता का बोध।
- नवजागरण व राष्ट्र के निर्माण की प्रक्रिया का ज्ञान।
- आधुनिक हिंदी कविता के प्रमुख हस्ताक्षरों की कविता का आलोचनात्मक बोध।

परीक्षा संबधी निर्देश -

(**क**) **व्याख्या -**पाठ्यक्रम में निर्धारित रचनाओं से दो पाठांश दिए जायेंगे। विद्यार्थी को किसी एक की संदर्भ सहित व्याख्या करनी होगी। इसके लिए 8 अंक निर्धारित हैं।

(**ख**) **पाठ बोध -**पाठ्यक्रम में निर्धारित रचनाओं से एक पाठांश तथा तत्संबंधी 4 प्रश्न दिए जायेंगे। विद्यार्थी को पाठांश के आधार पर उत्तर देने होंगे। इसके लिए 8 अंक निर्धारित हैं।

(**ग**) **पाठ आधारित प्रश्न -**पाठ्यक्रम में निर्धारित रचनाओं की विषयवस्तु, मूल संवेदना, रचना-सौष्ठव व प्रासंगिकता संबंधी 4 समीक्षात्मक प्रश्न दिये जायेंगे। विद्यार्थी को किंही 2 का उत्तर देना होगा। प्रत्येक के लिए 8 अंक निर्धारित हैं।

(**घ**) **हिंदी साहित्य के इतिहास संबंधी प्रश्न -** पाठ्यक्रम में निर्धारित **हिंदी साहित्य इतिहास (आधुनिक काल)** से 6 प्रश्न दिये जायेंगे। विद्यार्थी को किंही 3 का उत्तर देना होगा। प्रत्येक के लिए 8 अंक निर्धारित हैं।

(**ङ**) **लघूत्तरी प्रश्न-**निर्धारित समस्त पाठ्यक्रम में से 7 लघूत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से 4 के उत्तर (लगभग 100 शब्दों में) देने होंगे। प्रत्येक के लिए 4 अंक निर्धारित हैं।

(**च**) **वस्तुनिष्ठ प्रश्न-** निर्धारित समस्त पाठ्यक्रम में से 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगे। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। इसके लिए 10 अंक निर्धारित हैं।

विशेष - आंतरिक मूल्याकंन के निर्देश - नियत कार्य (assignments / project /case study) हेतु विद्यार्थी को व्यावहारिक विषय दिए जाएं जिससे वह अपने अनुभव, अध्ययन, आलोचनात्मक समझ को प्रस्तुत कर सके।

पाठ्य विषय

(क) हिंदी साहित्य का इतिहास (आधुनिक काल)

- 1857 का स्वतंत्रता संघर्ष और हिन्दी नवजागरण, भारतीय राष्ट्रीय आंदोलन और हिंदी साहित्य, भारतेन्दुयुगीन साहित्य की विशेषताएँ, महावीर प्रसाद द्विवेदी और उनका युग, छायावादः प्रवृतियां और प्रमुख कवि, प्रगतिवादः प्रवृतियां और प्रमुख कवि, प्रयोगवादः प्रवृतियां और प्रमुख कवि, नई कविताः प्रवृतियां और प्रमुख कवि, समकालीन कविताः प्रवृतियां और प्रमुख कवि।

- हिंदी नाटकः उद्भव और विकास, हिंदी निबंधः उद्भव और विकास, हिंदी उपन्यासः उद्भव और विकास, हिंदी कहानीः उद्भव और विकास, हिंदी पत्रकारिताः उद्भव और विकास, हिंदी संस्मरणः उद्भव और विकास, हिंदी रेखाचित्रः उद्भव और विकास, हिंदी जीवनीः उद्भव और विकास, हिंदी आत्मकथाः उद्भव और विकास।

- दलित विमर्शः वैचारिकी और साहित्यिक विकास, स्त्री विमर्शः वैचारिकी और साहित्यिक विकास आदिवासी विमर्शः वैचारिकी और साहित्यिक विकास।

(ख) हिंदी गद्य -II

- **संस्मरण -** संस्मृतियां (सरदार भगतसिंह संस्मरण भगतसिंह की चुहलबाजी तक) - शिव वर्मा
- **रेखाचित्र** - पुरुष और परमेश्वर - रामवृक्ष बेनीपुरी
- **संभाषण -** साहित्य, संस्कृति और शासन **-** महादेवी वर्मा
- **यात्रा -** मैंने जापान में क्या देखा - भदंत आनंद कौशल्यायन
- **पत्र -** प्रेमचंद के दो पत्र (इंद्रनाथ मदान को)
- **जीवन चरित - आवारा मसीहा का अंश**
- **साक्षात्कार - अनुपम मिश्र**

सहायक पुस्तकें

- आधुनिक साहित्य की प्रवृत्तियां - नामवर सिंह
- आधुनिक हिन्दी कविता का इतिहास- डॉ. नन्दकिशोर नवल
- आधुनिक साहित्य - नंददुलारे वाजपेयी
- छायावाद- नामवर सिंह
- आधुनिक साहित्य की प्रवृत्तियां - नामवर सिंह
- हिंदी साहित्य और संवेदना का विकास - रामस्वरूप चतुर्वेदी
- हिंदी साहित्य का इतिहास - (सं.) डा. नगेंद्र
- हिंदी साहित्य का दूसरा इतिहास - बच्चन सिंह
- हिंदी साहित्य का इतिहास - लालचंद गुप्त मंगल
- हिंदी साहित्यः इतिहास के आइने में - डा. सुभाष चंद्र

सेमेस्टर -V

B-HIN(C)-GE-501-सर्जनात्मक लेखन के विविध क्षेत्र

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

सर्जनात्मक लेखन के विविध आयामों से परिचय

पाठ्यक्रम के अपेक्षित परिणाम

- सर्जनात्मक लेखन की विविध विधाओं के सैद्धांतिक व व्यावहारिक पक्षों का ज्ञान।
- प्रिंट माध्यमों के लिए रचनात्मक लेखन क्षमता का विकास।
- दृश्य-श्रव्य माध्यमों के लिए लेखन की क्षमता का विकास।
- इंटरनेट व सामाजिक माध्यमों के लेखन के प्रति आलोचनात्मक दृष्टि का विकास

परीक्षा संबधी निर्देश - पाठ्यक्रम चार इकाइयों में विभक्त है। प्रश्न पत्र तीन खंडों में विभक्त होगा।

- **समीक्षात्मक प्रश्न -** निर्धारित पाठ्यक्रम की प्रत्येक इकाई से विकल्प सहित समीक्षात्मक प्रश्न पूछा जाएगा। विद्यार्थी को प्रत्येक का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघुत्तरी प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से दस लघुत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से छः के उत्तर देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

इकाई 1 सृजनात्मकताः अवधारणा और सिद्धांत

- सृजनात्मकता की अवधारणा,
- भाषाः आंचलिकता,
- सृजन-सौष्ठवः प्रतीक, बिम्ब, अलंकार, वक्रता

इकाई 2 विविध विधाओं का लेखनः विषयवस्तु चयन और प्रस्तुतिकरण

- कविताः संवेदना, भाषा, छंद, लय

- कथा साहित्यः विषयवस्तु, परिवेश, पात्र, भाषा
- नाटकः विषयवस्तु, परिवेश, पात्र, भाषा
- निबंधः विषयवस्तु, भाषा,
- व्यंग्यः विषयवस्तु, भाषा
- बच्चों के लिए सृजनात्मक लेखन

इकाई 3 प्रिंट माध्यम के लिए लेखनः

- रिपोर्ताज़: अर्थ, विषय-चयन, सामग्री-निर्धारण, लेखन-प्रविधि।
- फीचर लेखन: विषय-चयन, सामग्री-निर्धारण, लेखन-प्रविधि।
- साक्षात्कार (इण्टरव्यू/भेंटवार्ता): उद्देश्य, प्रकार, साक्षात्कार-प्रविधि, महत्व।
- फिल्म समीक्षा और पुस्तक समीक्षा।

इकाई 4 - इलेक्ट्रोनिक माध्यम के लिए लेखनः

- पटकथा लेखनः विषय-चयन, सामग्री-निर्धारण, लेखन-प्रविधि।
- संवाद लेखनः विषय-चयन, सामग्री-निर्धारण, लेखन-प्रविधि।
- विज्ञापन लेखनः विषय-चयन, सामग्री-निर्धारण, लेखन-प्रविधि।
- रिपोर्ट लेखनः विषय-चयन, सामग्री-निर्धारण, लेखन-प्रविधि।
- दृश्य-सामग्री (छायाचित्र, कार्टून, रेखाचित्र, ग्राफिक्स आदि) से संबन्धित लेखन।

सहायक सामग्री

- कथा-पटकथा - मन्नू भंडारी
- पटकथा लेखन - मनोहर श्याम जोसी
- रचनात्मक लेखन - सं. रमेश गौतम
- साहित्य सहचर - आचार्य हजारी प्रसाद द्विवेदी
- साहित्यालोचन - श्यामसुंदर
- कविता की रचना प्रक्रिया - कुमार विमल
- सर्जक का मन - नंदकिशोर आचार्य

सेमेस्टर -VI

B-HIN(C)-GE-601-आधुनिक भारतीय कविता

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

भारतीय भाषाओं की कविता व कवियों से परिचय

पाठ्यक्रम के अपेक्षित परिणाम

- भारतीय भाषाओं के प्रमुख कवियों की कविताओं की समझ।
- भारतीय संस्कृति के लगाव, राष्ट्रीय एकता व अंखडता की भावना का विकास।
- साहित्य के तुलनात्मक अध्ययन की दृष्टि का विकास

परीक्षा संबधी निर्देश - प्रश्न पत्र चार खंडों में विभक्त होगा।

- **व्याख्या -** निर्धारित पाठ में से दो पाठांश दिए जायेंगे विद्यार्थी को किसी एक की संदर्भ सहित व्याख्या करनी होगी। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **पाठ बोध -** निर्धारित पाठों में से एक पाठांश तथा तत्संबंधी 5 प्रश्न दिये जायेंगे पाठ के आधारा पर उत्तर देने होंगे। इसके लिए 10 अंक निर्धारित हैं।
- **समीक्षात्मक प्रश्न -** भारतीयता कविता का स्वरूप, कविता में भारतीय मूल्यों की अभिव्यक्ति, भारतीय राष्ट्रीय आंदोलन और भारतीय कविता, भारतीय कविता की प्रवृतियां तथा पाठ्यक्रम में निर्धारित कवियों का परिचय, उनकी कविताओं की विषयवस्तु, मूल संवेदना व काव्य सौंदर्य संबंधी छः समीक्षात्मक प्रश्न पूछे जायेंगे। विद्यार्थी को किंही तीन का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघुत्तरी प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से सात लघुत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से चार के उत्तर देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

निर्धारित कवि (निम्नलिखित कवियों की तीन तीन कविताएं)

हिंदी - सूर्यकांत त्रिपाठी निराला
मुक्तिबोध

उर्दू - ग़ालिब
हाली

पंजाबी - लालसिंह दिल
सुरजीत पातर

बांग्ला - रवीन्द्रनाथ ठाकुर
काज़ी नज़रुल इस्लाम

सहायक पुस्तकें

- भारतीय साहित्य : स्थापनाएं और प्रस्तावनाएं - के. सच्चिदानंद
- भारतीय साहित्य की भूमिका - डॉ. रामविलास शर्मा
- भारतीय साहित्य - डॉ. राम छबीला त्रिपाठी
- भारतीय साहित्य - डॉ. नगेन्द्र
- भारतीय साहित्य - डॉ. मूलचन्द गौतम
- भारतीय साहित्य - भोलाशंकर व्यास
- परंपरा का मूल्यांकन - रामविलास शर्मा
- संस्कृति के चार अध्याय - रामधारी सिंह दिनकर

हिंदी-विभाग

कुरुक्षेत्र विश्वविद्यालय कुरुक्षेत्र

(प्रदेश विधायिका एक्ट 12ए 1956 के तहत स्थापित)

('ए+ श्रेणी' राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद द्वारा प्रदत्त)

बी ए (प्रोग्राम) हिंदी (ऐच्छिक) पाठ्यक्रम

सी. बी. सी. एस. (चयन-आधारित क्रेडिट पद्धति), सत्र 2020-21 से लागू

कोर्स कोड	कोर्स का नाम	क्रेडिट	शिक्षण घंटे / प्रति सप्ताह	परीक्षा की स्कीम (अंक)			
				परीक्षा	आंतरिक मूल्यांकन	कुल अंक	समय
सेमेस्टर - I							
B-HIN(E)-CC-101	हिंदी साहित्य का इतिहास	6	6	80	20	100	3 घंटे
B-HIN(E)-AECC-102	हिंदी भाषा और व्याकरण	2	2	40	10	50	1.30 घंटे
सेमेस्टर - II							
B-HIN(E)-CC-201	मध्यकालीन हिंदी कविता	6	6	80	20	100	3 घंटे
B-HIN(E)-AECC-202	हिंदी भाषा और संप्रेषण कौशल	2	2	40	10	50	1.30 घंटे
सेमेस्टर - III							
B-HIN(E)-CC-301	आधुनिक हिंदी कविता	6	6	80	20	100	3 घंटे
B-HIN(E)-SEC-302	संभाषण कला	2	2	40	10	50	1.30 घंटे
सेमेस्टर - IV							
B-HIN(E)-CC-401	हिंदी गद्य साहित्य	6	6	80	20	100	3 घंटे
B-HIN(E)-SEC-402	समाचार संकलन और लेखन	2	2	40	10	50	1.30 घंटे
सेमेस्टर - V							
B-HIN(E)-SEC-501	कार्यालयी हिंदी	2	2	40	10	50	1.30 घंटे
B-HIN(E)-DSE-502-A B-HIN(E)-DSE-502-B	छायावादोत्तर हिंदी कविता **अथवा** हिंदी निबंध	6	6	80	20	100	3 घंटे
B-HIN(E)-GE-503	सर्जनात्मक लेखन के विविध क्षेत्र	6	6	80	20	100	3 घंटे
सेमेस्टर - VI							
B-HIN(E)-SEC-601	अनुवाद विज्ञान	2	2	40	10	50	1.30 घंटे
B-HIN(E)-DSE-602-A B-HIN(E)-DSE-602-B	बालमुकुंद गुप्त **अथवा** लोक साहित्य	6	6	80	20	100	3 घंटे
B-HIN(E)-GE-603	आधुनिक भारतीय कविता	6	6	80	20	100	3 घंटे

पाठ्यक्रम अध्ययन के अपेक्षित परिणामः

1. व्यवहारिक व व्यावसायिक जीवन में भाषा का विशेषकर हिंदी भाषा का सही प्रयोग कर सकेगा।
2. हिंदी भाषा के विकास के माध्यम से भाषा के सैद्धांतिक पहलुओं तथा उसके परिवर्तन की दिशाओं का बोध होगा।
3. हिंदी साहित्य की विभिन्न धाराओं व परंपराओं की समझ विकसित होगी। विभिन्न युगों, धाराओं व रचनाकारों के साहित्य की विशिष्टताओं की समझ बढ़ेगी।
4. समकालीन साहित्य के विविध गद्य व पद्य रूपों के माध्यम से अपने युग का बोध होगा।
5. साहित्य की विभिन्न विधाओं में रचनात्मक लेखन व संप्रेषण की क्षमता विकसित होगी।
6. साहित्य संसार व वास्तविक संसार के यथार्थ के प्रति आलोचनात्मक समझ विकसित होगी और संवेदनशील व्यक्तित्व का विकास होगा।
7. साहित्य के सौंदर्य, कला तथा वैचारिक मूल्यों के प्रति विवेक का निर्माण होगा।
8. व्यक्तित्व विकास व जीवनयापन के लिए भाषायी कौशल, कंप्यूटर, अनुवाद, पत्रकारिता, जनसंचार, रंगमंच, चलचित्र आदि के बारे में सैद्धांतिक व व्यावहारिक ज्ञान होगा।
9. भारतीय समाज और सांस्कृतिक जीवन के विभिन्न पक्षों में अन्तर्निहित एकता के तत्त्वों का परिचय व पहचान होगी। देश व समाज की एकता-अंखडता की भावना विकसित होगी।
10. उद्यमशीलता की अंतर्दृष्टि व भविष्यदृष्टि का विकास होगा।
11. संदर्भ आधारित ग्रहण क्षमता के माध्यम से काल-परिस्थिति सापेक्ष ठोस विश्लेषणात्मक प्रवृत्ति का विकास होगा।

सेमेस्टर -1

B-HIN(E)-CC-101-हिंदी साहित्य का इतिहास

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

हिंदी साहित्य के इतिहास से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- हिंदी भाषा के विकास के सोपानों की पहचान।
- हिंदी साहित्य की विभिन्न धाराओं की वैचारिक पृष्ठभूमि की समझ।
- हिंदी साहित्यकारों की रचना क्षमता व अभिव्यक्ति की विशिष्टताओं की पहचान।
- भारतीय पुनर्जागरण के मुद्दे व अंतर्विरोधों की पहचान। भारतीय राष्ट्रीय आंदोलन व साहित्य के संबंधों की समझ

परीक्षा संबधी निर्देश - पाठ्यक्रम चार इकाइयों में विभक्त है। प्रश्न पत्र तीन खंडों में विभक्त होगा।

- **समीक्षात्मक प्रश्न -** निर्धारित पाठ्यक्रम की चारों इकाइयों में से आंतरिक विकल्प सहित एक-एक समीक्षात्मक प्रश्न पूछा जाएगा। विद्यार्थी को प्रत्येक का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघुत्तरी प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से दस लघुत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से छः के (लगभग 150 शब्दों में) उत्तर देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

पाठ्य विषय

इकाई 1 हिंदी साहित्य इतिहास लेखन व आदिकाल

- इतिहास लेखन और साहित्येतिहास लेखन
- हिंदी साहित्य का काल विभाजन एवं नामकरण,
- आदिकालीन धार्मिक काव्यधाराएं - सिद्ध, नाथ एवं जैन
- आदिकालीन रासो काव्य
- आदिकालीन लौकिक काव्य

इकाई 2 भक्तिकाल व रीतिकाल

- भक्ति आन्दोलन: सामाजिक-सांस्कृतिक पृष्ठभूमि,

- संत काव्यधारा की काव्यगत विशेषताएं और प्रमुख कवि
- सूफी काव्यधारा की काव्यगत विशेषताएं और प्रमुख कवि
- कृष्ण काव्यधारा की काव्यगत विशेषताएं और प्रमुख कवि
- राम कव्यधारा की काव्यगत विशेषताएं और प्रमुख कवि
- रीतिकाल की ऐतिहासिक पृष्ठभूमि,
- रीतिकालीन काव्यधाराएं और उनकी काव्यगत विशेषताएं (रीतिबद्ध, रीतिसिद्ध तथा रीतिमुक्त

इकाई 3 आधुनिक हिंदी काव्य का विकास

- 1857 का स्वतंत्रता संघर्ष और हिन्दी नवजागरण,
- भारतेन्दु युगीन साहित्य की विशेषताएँ,
- महावीर प्रसाद द्विवेदी और उनका युग,
- छायावादः प्रवृतियां और प्रमुख कवि
- प्रगतिवादः प्रवृतियां और प्रमुख कवि
- प्रयोगवादः प्रवृतियां और प्रमुख कवि
- नई कविताः प्रवृतियां और प्रमुख कवि
- समकालीन कविताः प्रवृतियां और प्रमुख कवि

इकाई 4 आधुनिक हिंदी गद्य विधाओं का उद्भव और विकास

- हिंदी नाटकः उद्भव और विकास
- हिंदी निबंधः उद्भव और विकास
- हिंदी उपन्यासः उद्भव और विकास
- हिंदी कहानीः उद्भव और विकास
- हिंदी पत्रकारिताः उद्भव और विकास
- हिंदी रेखाचित्रः उद्भव और विकास
- हिंदी संस्मरणः उद्भव और विकास
- हिंदी जीवनीः उद्भव और विकास
- हिंदी आत्मकथाः उद्भव और विकास
- अस्मितामूलक साहित्य एवं विमर्श (दलित, स्त्री, आदिवासी)।

सहायक पुस्तकें

- हिंदी भाषा का इतिहास - धीरेंद्र वर्मा
- हिंदी भाषा की संरचना - भोलानाथ तिवारी
- आधुनिक साहित्य की प्रवृत्तियां - नामवर सिंह
- हिंदी साहित्य और संवेदना का विकास - रामस्वरूप चतुर्वेदी
- हिंदी साहित्य का इतिहास - (सं.) डा. नगेंद्र
- हिंदी साहित्य का दूसरा इतिहास - बच्चन सिंह
- हिंदी साहित्य का इतिहास - लालचंद गुप्त मंगल
- हिंदी साहित्यः इतिहास के आइने में - डा. सुभाष चंद्र

B-HIN(E)-AECC-102-हिंदी भाषा और व्याकरण

क्रेडिट - 2 **कुल अंक-50**

समय-1.30 घंटे, **परीक्षा अंक - 40, आंतरिक मूल्यांकन - 10**

पाठ्यक्रम का उद्देश्य

हिंदी व्याकरण तथा उसके अनुप्रयोग के लिए।

पाठ्यक्रम के अपेक्षित परिणाम

- इस पाठ पाठ्यक्रम से विद्यार्थी हिंदी भाषा का सही उच्चारण कर पाएगा।
- हिंदी व्याकरण के नियमों को सीखकर भाषा का मानक व शुद्ध प्रयोग करने में सक्षम होगा।

परीक्षा संबधी निर्देश - प्रश्न पत्र तीन खंडों में विभक्त होगा।

- **समीक्षात्मक प्रश्न** - निर्धारित पाठ्यक्रम में से 4 समीक्षात्मक प्रश्न पूछे जायेंगे। विद्यार्थी को 2 का उत्तर देना होगा। प्रत्येक के लिए 8 अंक निर्धारित हैं।

- **लघुत्तरी प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से 4 लघुत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से 2 के उत्तर देने होंगे। प्रत्येक के लिए 4 अंक निर्धारित हैं।

- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 8 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

पाठ्य विषयः

- व्याकरण का स्वरूप और महत्व
- व्याकरण और भाषा का संबंध
- हिंदी की वर्ण-व्यवस्था: स्वर एवं व्यंजन। स्वर के प्रकार - ह्रस्व, दीर्घ तथा संयुक्त।
- हिंदी भाषा शब्द भंडार - तत्सम, तद्भव, देशज, विदेशी
- शब्द निर्माण - उपसर्ग, प्रत्यय,
- पर्यायवाची शब्द, विलोम शब्द,
- संज्ञा, सर्वनाम, विशेषण, क्रिया
- मुहावरे, लोकोक्तियां
- हिंदी वाक्य रचना, वाक्य और उपवाक्य, वाक्य के भेद
- शब्द शुद्धि और वाक्य शुद्धि
- देवनागरी लिपि का मानकीकरण

सहायक पुस्तकें

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

सेमेस्टर - II

B-HIN(E)-CC-201- मध्यकालीन हिंदी कविता

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

मध्यकालीन कविता से परिचित करवाने के लिए।

पाठ्यक्रम के अपेक्षित परिणाम

- मध्यकालीन कविता का बोध होगा।
- सगुण, निर्गुण, रीतिकाल के विभिन्न कवियों की काव्य विशिष्टता की पहचान कर पायेंगे।
- मध्यकालीन भाषा व अभिव्यक्ति के विभिन्न रूपों की पहचान होगी।
- अपनी काव्य परंपरा की जानकारी मिलेगी।

परीक्षा संबधी निर्देश - प्रश्न पत्र पांच खंडों में विभक्त होगा।

- **व्याख्या खंड** - पाठ्यक्रम में निर्धारित रचनाओं से दो पाठांश दिए जायेंगे। विद्यार्थी को किसी एक की संदर्भ सहित व्याख्या करनी होगी। इसके लिए 10 अंक निर्धारित हैं।
- **पाठ-बोध खंड -** पाठ्यक्रम में निर्धारित रचनाओं से एक पाठांश तथा तत्संबंधी 5 प्रश्न दिए जायेंगे। विद्यार्थी को उस पाठांश के आधार पर उत्तर देने होंगे। इसके लिए 10 अंक निर्धारित हैं।
- **समीक्षात्मक खंड -** पाठ्यक्रम में निर्धारित रचनाकारों के साहित्यिक परिचय, उनके साहित्य की विषयवस्तु, मूल संवेदना व रचना-सौष्ठव संबंधी पांच समीक्षात्मक प्रश्न पूछे जायेंगें। विद्यार्थी को किंही तीन का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघुत्तरी खंड -** निर्धारित पाठ्यक्रम में से सात लघुत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से चार के उत्तर (लगभग 150 शब्दों में) देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ खंड -** निर्धारित समस्त पाठ्यक्रम में से 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। इसके लिए 10 अंक निर्धारित हैं।

निर्धारित कवि व उनका काव्य

1. कबीरदास
2. रैदास

3. सूरदास
4. तुलसीदास
5. रहीम
6. मीराबाई
7. बिहारी
8. घनानंद
9. गरीबदास

सहायक पुस्तकें

- हिन्दी साहित्य का इतिहास- रामचन्द्र शुक्ल
- मध्यकालीन बोध और साहित्यः- हजारी प्रसाद द्विवेदी
- तुलसीदास और उनका युग- डॉ. रामविलास शर्मा
- कबीर एक नई दृष्टि- रघुवंश
- कबीर के आलोचक- डॉ. धर्मवीर
- कबीर- गोविन्द त्रिगुणायत
- कबीर- हजारी प्रसाद द्विवेदी
- मीराबाई- परशुराम चतुर्वेदी

B-HIN(E)-AECC-202-हिंदी भाषा और संप्रेषण कौशल

क्रेडिट - 2 **कुल अंक-50**

समय-1.30 घंटे, **परीक्षा अंक - 40, आंतरिक मूल्यांकन - 10**

पाठ्यक्रम का उद्देश्य

संप्रेषण की विधियों और सिद्धांतों से परिचय के लिए। हिंदी भाषा में अपेक्षित संप्रेषण के लिए।

पाठ्यक्रम के अपेक्षित परिणाम

- हिंदी भाषा में अपेक्षित संप्रेषण कर पाएगा।
- संप्रेषण की विधियों को सीखकर हिंदी भाषा में मौखिक व लिखित रूप में अपेक्षित व प्रभावी संप्रेषण करने में सक्षम होगा।

परीक्षा संबधी निर्देश - प्रश्न पत्र तीन खंडों में विभक्त होगा।

- **समीक्षात्मक प्रश्न** - निर्धारित पाठ्यक्रम में से 4 समीक्षात्मक प्रश्न पूछे जायेंगे। विद्यार्थी को 2 का उत्तर देना होगा। प्रत्येक के लिए 8 अंक निर्धारित हैं।
- **लघुत्तरी प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से 4 लघुत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से 2 के उत्तर देने होंगे। प्रत्येक के लिए 4 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 8 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

पाठ्य विषयः

- भाषा का स्वरुप एवं विशेषताएं
- हिंदी भाषा का विकास
- हिंदी भाषा के विविध रूप - संपर्क भाषा, राजभाषा, राष्ट्रभाषा
- हिंदी की संविधानिक स्थिति
- देवनागरी लिपि का मानकीकरण
- संप्रेषण की अवधारणा एवं महत्व
- संप्रेषण के प्रकार - मौखिक और लिखित
- संप्रेषण में बाधाएं और चुनौतियां
- संप्रेषण के विविध रूप - साक्षात्कार, भाषण, संवाद, सामूहिक चर्चा आदि।
- संवाद कला
- भाषण कला
- संप्रेषण के माध्यम
- जनसंचार के लिए लेखन

सहायक पुस्तकें

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

सेमेस्टर -III

B-HIN(E)-CC-301-आधुनिक हिंदी कविता

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

आधुनिक कविता से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- आधुनिक काल के कवियों की काव्य क्षमता को जान पायेंगे।
- नवजागरण की समझ बनेगी।
- साहित्यकारों द्वारा राष्ट्रीय आंदोलन के दौरान की गई अभिव्यक्ति को चिह्नित कर पायेंगे।

परीक्षा संबधी निर्देश - प्रश्न पत्र पांच खंडों में विभक्त होगा।

- **व्याख्या खंड** - पाठ्यक्रम में निर्धारित रचनाओं से दो पाठांश दिए जायेंगे। विद्यार्थी को किसी एक की संदर्भ सहित व्याख्या करनी होगी। इसके लिए 10 अंक निर्धारित हैं।
- **पाठ-बोध खंड -** पाठ्यक्रम में निर्धारित कविताओं से एक पद्यांश तथा तत्संबंधी 5 प्रश्न दिए जायेंगे विद्यार्थी को उस पद्यांश के आधार पर उत्तर देने होंगे। इसके लिए 10 अंक निर्धारित हैं।
- **समीक्षात्मक खंड -** पाठ्यक्रम में निर्धारित रचनाकारों के साहित्यिक परिचय, उनके साहित्य की विषयवस्तु, मूल संवेदना व रचना-सौष्ठव संबंधी पांच समीक्षात्मक प्रश्न पूछा जायेंगें। विद्यार्थी को किंही तीन का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघुत्तरी खंड -** निर्धारित पाठ्यक्रम में से सात लघुत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से चार के उत्तर (लगभग 150 शब्दों में) देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ खंड -** निर्धारित समस्त पाठ्यक्रम में 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। इसके लिए 10 अंक निर्धारित हैं।

निर्धारित कवि व उनका काव्य

1. भारतेन्दु हरिश्चन्द्र
2. मैथिलीशरण गुप्त
3. जयशंकर प्रसाद

4. सूर्यकांत त्रिपाठी निराला
5. सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय'
6. मुक्तिबोध
7. शमशेर बहादुर सिंह
8. नागार्जुन
9. नरेश मेहता
10. कुंवरनारायण

सहायक पुस्तकें

- मुक्तिबोधः प्रतिनिधि कविताएँ राजकमल प्रकाशन
- केदारनाथ सिहिः प्रतिनिधि कविताएँ राजकमल प्रकाशन
- सर्वेश्वर दयाल सक्सेना- कृष्णदत्त पालीवाल
- कुँवर नारायणः उपस्थिति- सं. यतीन्द्र मिश्र
- साहित्य और समकालीनता - राजेश जोशी
- आधुनिक साहित्य - नंददुलारे वाजपेयी
- निराला - राम विलास शर्मा
- आधुनिक साहित्य की प्रवृत्तियां - नामवर सिंह

B-HIN(E)-SEC-302-संभाषण कला

क्रेडिट - 2 **कुल अंक-50**

समय-1.30 घंटे, **परीक्षा अंक - 40, आंतरिक मूल्यांकन - 10**

पाठ्यक्रम का उद्देश्य

संभाषण के सैद्धांतिक व व्यावहारिक पहलुओं से परिचित करवाना।

पाठ्यक्रम के अपेक्षित परिणाम

- सावर्जनिक मंचों पर अभिव्यक्ति की क्षमता विकसित होगी।
- वैयक्तिक, सामाजिक व व्यावसायिक व्यवहार में संवाद क्षमता विकसित होगी।

परीक्षा संबधी निर्देश - प्रश्न पत्र तीन खंडों में विभक्त होगा।

- **समीक्षात्मक प्रश्न** - निर्धारित पाठ्यक्रम में से 4 समीक्षात्मक प्रश्न पूछे जायेंगे। विद्यार्थी को 2 का उत्तर देना होगा। प्रत्येक के लिए 8 अंक निर्धारित हैं।
- **लघुत्तरी प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से 4 लघुत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से 2 के उत्तर देने होंगे। प्रत्येक के लिए 4 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 8 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

पाठ्य विषयः

- संभाषण का अर्थ, स्वरूप एवं प्रमुख घटक
- संभाषण के विभिन्न रूप - वार्तालाप, व्याख्यान, वाद-विवाद, एकालाप, अवाचिक अभिव्यक्ति, जन संबोधन।
- जन सम्पर्क में वाककला की उपयोगिता
- संभाषण कला के प्रमुख उपादानः भाषा ज्ञान, मानक उच्चारण, सटीक प्रस्तुति, अन्तराल ध्वनि (वाल्यूम), वेग, लहजा (एक्सेण्ट)।
- संभाषण कला के विभिन्न रूपः उदघोषणा कला (अनाउन्सेमेंट), आंखों देखा हाल (कमेन्ट्री), संचालन (एंकरिंग), वाचन कला, समाचार वाचन (रेडियो, टी. वी.), मंचीय वाचन (कविता, कहानी, व्यंग्य आदि)।
- वाद-विवाद प्रतियोगिता एवं समूह संवाद।
- लोक प्रशासन, जनसम्पर्क एवं विपणन के विकास में संभाषण कला का योगदान।
- संवादी भाषा (कनवर्सेशनल लैंग्वेज) के रूप में हिन्दी की भाषिक संवेदना की विवेचना।

सहायक पुस्तकें

- भाषण कला - महेश शर्मा
- अच्छी हिंदीः संभाषण और लेखन - तेजपाल चौधरी
- साहित्य और सिनेमा : अंत संबंध और रूपांतरण - विपुल कुमार
- सिनेमा की सोच - अजय ब्रह्मात्मज
- सिनेमा के बारे में - जावेद अख्तर
- टेलिविजन की कहानी - श्याम कश्यप एवं मुकेश कुमार
- समाचार फीचर लेखन और संपादन कला - प्रो. हरिमोहन
- पत्रकारिता हेतु लेखन - डॉ. निशान्त सिंह, अर्चना पब्लिकेशन
- मीडिया लेखन : सिद्धांत और प्रयोग - मुकेश मानस, स्वराज प्रकाशन
- रेडिया प्रसारण - कौशल शर्मा, प्रतिभा प्रतिष्ठान

सेमेस्टर - IV

B-HIN(E)-CC-401-हिंदी गद्य साहित्य

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

हिंदी गद्य की विभिन्न विधाओं से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- हिंदी गद्य की विविध विधाओं से परिचित होंगे।
- गद्य की विभिन्न विधाओं की विशिष्टता की समझ बढ़ेगी।
- हिंदी गद्यकारों की रचनाओं के माध्यम से समाज के यथार्थ की आलोचनात्मक समझ बनेगी।
- सामाजिक समस्याओं के प्रति संवेदनशीलता बढ़ेगी।

परीक्षा संबधी निर्देश - प्रश्न पत्र पांच खंडों में विभक्त होगा।

- **व्याख्या खंड** - पाठ्यक्रम में निर्धारित रचनाओं से दो गद्यांश दिए जायेंगे। विद्यार्थी को किसी एक की संदर्भ सहित व्याख्या करनी होगी। इसके लिए 10 अंक निर्धारित हैं।
- **पाठ-बोध खंड -** पाठ्यक्रम में निर्धारित कविताओं से एक गद्यांश तथा तत्संबंधी 5 प्रश्न दिए जायेंगे विद्यार्थी को उस पद्यांश के आधार पर उत्तर देने होंगे। इसके लिए 10 अंक निर्धारित हैं।
- **समीक्षात्मक खंड -** पाठ्यक्रम में निर्धारित रचनाओं के रचनाकारों के साहित्यिक परिचय, विषयवस्तु, मूल संवेदना व रचना-सौष्ठव संबंधी पांच समीक्षात्मक प्रश्न पूछा जायेंगें। विद्यार्थी को किंही तीन का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघुत्तरी खंड -** निर्धारित पाठ्यक्रम में से सात लघुत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से चार के उत्तर (लगभग 150 शब्दों में) देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ खंड -** निर्धारित समस्त पाठ्यक्रम में 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। इसके लिए 10 अंक निर्धारित हैं।

पाठ्य विषय

इकाई 1 हिंदी कहानी

- पूस की रात - प्रेमचंद
- परदा - यशपाल
- चीफ की दावत - भीष्म साहनी
- वापसी - उषा प्रियंवदा

इकाई 2 हिंदी निबंध

- लोभ और प्रीति - रामचंद्र शुक्ल
- कुटज - हजारीप्रसाद द्विवेदी

इकाई 3 हिंदी नाटक

- आषाढ़ का एक दिन - मोहन राकेश

सहायक पुस्तकें

- हिंदी कहानी का विकास - मधुरेश
- हिंदी उपन्यास का विकास - मधुरेश
- कहानीः नयी कहानी - नामवर सिंह
- हिन्दी गद्य का इतिहास - रामचन्द्र तिवारी
- आधुनिक हिन्दी गद्य साहित्य का विकास और विश्लेषण - विजयमोहन सिंह
- हिन्दी साहित्य का दूसरा इतिहास - बच्चन सिंह
- हिन्दी नाटक : उद्भव और विकास - दशरथ ओझा

B-HIN(E)-SEC-402-समाचार संकलन और लेखन

क्रेडिट - 2 **कुल अंक-50**

समय-1.30 घंटे, **परीक्षा अंक - 40, आंतरिक मूल्यांकन - 10**

पाठ्यक्रम का उद्देश्य

पत्रकारिता व जनसंचार में दक्षता।

पाठ्यक्रम के अपेक्षित परिणाम

- समाचारों के सैद्धांतिक व व्यावहारिक पक्षों के ज्ञान में अभिवृद्धि होगी।
- जनसंचार के प्रिंट माध्यमों के लिए लेखन की क्षमता विकसित होगी।
- इलेक्ट्रोनिक माध्यमों के लिए लेखन की क्षमता विकसित होगी।
- समाचारों के प्रति औलोचनात्मक व खोजी दृष्टि का विकसित होगी

परीक्षा संबधी निर्देश - प्रश्न पत्र तीन खंडों में विभक्त होगा।

- **समीक्षात्मक प्रश्न** - निर्धारित पाठ्यक्रम में से 4 समीक्षात्मक प्रश्न पूछे जायेंगे। विद्यार्थी को 2 का उत्तर देना होगा। प्रत्येक के लिए 8 अंक निर्धारित हैं।
- **लघुत्तरी प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से 4 लघुत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से 2 के उत्तर देने होंगे। प्रत्येक के लिए 4 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 8 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

पाठ्य विषयः

- समाचार: अवधारणा, परिभाषा, बुनियादी तत्व, समाचार और संवाद, संरचना (घटक), समाचार मूल्य। समाचार के स्रोत।
- समाचार संग्रह-पद्धति और लेखन-प्रक्रिया: सिद्धान्त और मार्गदर्शक बातें। विकासशील और जनरुचि की दृष्टियाँ।
- समाचार का वर्गीकरण - खोजी, व्याख्यात्मक, अनुवर्तन समाचार।
- संवाददाता: भूमिका, अर्हता, श्रेणियाँ, प्रकार्य एवं व्यवहार-संहिता।
- रिपोर्टिंग के क्षेत्र और प्रकार: (विधायिका, न्यायपालिका, मंत्रालय और प्रशासन, विदेश, रक्षा, राजनीति, अपराध और न्यायालय, दुर्घटना एवं नैसर्गिक आपदा, ग्रामीण, कृषि, विकास, अर्थ एवं वाणिज्य, बैठकें एवं सम्मेलन, संगोष्ठी, पत्रकार वार्ता, साहित्य एवं संस्कृति, विज्ञान, अनुसंधान

एवं तकनीकी विषय, खेलकूद, पर्यावरण, मानवाधिकार और अन्य सामाजिक विषयों और क्षेत्रों से सम्बन्धित रिपोर्टिंग)।

- इलेक्ट्रॉनिक माध्यमों से प्राप्त समाचारों का पुनर्लेखन।
- लीड: अर्थ, प्रकार, विशेषता, महत्व।
- शीर्षक: अर्थ, प्रकार, लिखने की कला, महत्व।
- रिपोर्टिंग: कला और विज्ञान के रूप में विश्लेषण, वस्तुपरकता और भाषा-शैली।

सहायक पुस्तकें

- संचारभाषा हिन्दी - सूर्यकुमार दीक्षित, लोकभारती प्रकाशन
- पत्रकारिता हेतु लेखन - डॉ. निशान्त सिंह, अर्चना पब्लिकेशन
- मीडिया लेखन : सिद्धांत और प्रयोग - मुकेश मानस, स्वराज प्रकाशन
- पटकथा लेखन - मनोहरश्याम जोशी
- पटकथा लेखन - मन्नू भंडारी
- आकाशवाणी समाचार की दुनियाँ - संजय कुमार
- समाचार फ़ीचर लेखन एवं संपादन कला - प्रो. हरिमोहन
- प्रयोजनमूलक हिन्दी - विनोद गोदारे
- प्रयोजनमूलक हिन्दी : सिद्धांत और प्रयोग - दंगल झाल्टे
- प्रालेखन प्रारूप - शिवनाराय चतुर्वेदी, वाणी प्रकाशन
- जनसंचारिकी सिद्धांत और अनुप्रयोग - प्रो. राम लखन मीना

सेमेस्टर - V

B-HIN(E)-SEC-501-कार्यालयी हिन्दी

क्रेडिट - 2 **कुल अंक-50**

समय-1.30 घंटे, **परीक्षा अंक - 40, आंतरिक मूल्यांकन - 10**

पाठ्यक्रम का उद्देश्य

कार्यालयी भाषा की जानकारी देना। संविधान में भाषा संबंधी प्रावधानों की जानकारी देना। विभिन्न कार्यालयों की जरूरतों को पहचानना।

पाठ्यक्रम के संभावित परिणाम

- हिंदी भाषा में कार्यालयी कार्य करने का ज्ञान होगा।
- संविधान में भाषा संबंधी प्रावधानों को जान सकेंगे।
- शासन-प्रशासन के कार्यों को हिंदी भाषा में करने की दक्षता।
- बैंक, विधि, वाणिज्य संबंधी कार्यों में दक्षता।

परीक्षा संबधी निर्देश - प्रश्न पत्र तीन खंडों में विभक्त होगा।

- **समीक्षात्मक प्रश्न** - निर्धारित पाठ्यक्रम में से 4 समीक्षात्मक प्रश्न पूछे जायेंगे। विद्यार्थी को 2 का उत्तर देना होगा। प्रत्येक के लिए 8 अंक निर्धारित हैं।
- **लघुत्तरी प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से 4 लघुत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से 2 के उत्तर देने होंगे। प्रत्येक के लिए 4 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 8 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

पाठ्य विषय

- कार्यालयी हिंदी का उद्देश्य, कार्यालयी हिंदी की स्थिति और संभावनाएं।
- हिन्दी भाषा के विभिन्न रूप-राष्ट्रभाषा, राजभाषा, जनभाषा, संपर्क भाषा, शिक्षण माध्यम-भाषा, संचार भाषा, सर्जनात्मक भाषा, यांत्रिक भाषा।
- राजभाषा का स्वरूप और आवश्यकता, भारतीय संविधान में राजभाषा संबंधी परिनियमावली का सामान्य परिचय, राजभाषा के रूप में हिन्दी के समक्ष व्यावहारिक कठिनाइयाँ एवं संभावित समाधान।

- टिप्पण, प्रारूपण, पल्लवन, संक्षेपण।
- कार्यालयी पत्राचार के विभिन्न प्रकार व अभ्यास (सरकारी पत्र, अर्ध सरकारी पत्र, परिपत्र, ज्ञापन, सूचना, निविदा, आदेश, अनुस्मारक)
- पारिभाषिक शब्दावली

सहायक पुस्तकें

- प्रयोजनमूलक हिन्दी - विनोद गोदरे, वाणी प्रकाशन
- प्रयोजनमूलक हिन्दी - दंगल झाल्टे, वाणी प्रकाशन
- प्रयोजनमूलक हिन्दी : सिद्धांत और प्रयुक्ति - जितेन्द्र कुमार सिंह, निर्मल पब्लिकेशन
- प्रयोजनमूलक हिन्दी और पत्रकारिता - डॉ. दिनेश प्रसाद सिंह, वाणी प्रकाशन
- प्रयोजनमूलक हिन्दी की नयी भूमिका - कैलाशनाथ पाण्डेय, लोकभारती प्रकाशन
- प्रयोजनमूलक हिन्दी - डॉ. माधव सोन टक्के, लोकभारती प्रकाशन
- प्रयोजनमूलक हिन्दी - प्रो. रमेश जैन, नेशनल पब्लिशिंग हाउस
- प्रयोजनमूलक हिन्दी - पी. लता, लोकभारती प्रकाशन
- राजभाषा सहायिका - अवधेश मोहन गुप्त, प्रभात प्रकाशन

B-HIN(E)-DSE-502-A-छायावादोत्तर हिंदी कविता

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

छायावादोत्तर हिंदी कविता से परिचय

पाठ्यक्रम के अपेक्षित परिणाम

- छायावाद के बाद की हिंदी कविता के विविध स्वरों का परिचय होगा।
- काव्य संवेदना और इस समय की काव्य संवेदना में अंतर पता चलेगा।
- स्वतंत्रता के बाद के समाज का यथार्थ तथा उसके प्रति लेखकों की सृजनात्मक प्रतिक्रिया ज्ञात होगी।

परीक्षा संबधी निर्देश - प्रश्न पत्र चार खंडों में विभक्त होगा।

- **व्याख्या -** निर्धारित पाठ में से दो पाठांश दिए जायेंगे विद्यार्थी को किसी एक की संदर्भ सहित व्याख्या करनी होगी। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **समीक्षात्मक प्रश्न -** कविता का स्वरूप, आधुनिक हिंदी कविता का विकास, छायावादोत्तर कविता की प्रवृत्तियां, छायावादोत्तर कविता आंदोलनों का परिचय तथा पाठ्यक्रम में निर्धारित कवियों का परिचय, उनकी कविताओं की विषयवस्तु, मूल संवेदना व काव्य सौंदर्य संबंधी छः समीक्षात्मक प्रश्न पूछे जायेंगे। विद्यार्थी को किंही तीन का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघुत्तरी प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से सात लघुत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से चार के उत्तर देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।

कवि व उनकी कविताएं

1.सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय' - कलगी बाजरे की, यह दीप अकेला
2. गजानन माधव मुक्तिबोध - भूल गलती, जन जन का चेहरा एक
3. नागार्जुन - अकाल और उसके बाद, कालिदास
4. शमशेर बहादुर सिंह - सूना सूना पथ है, उदास झरना, वह सलोना जिस्म
5. भवानी प्रसाद मिश्र - कहीं नहीं बचे, गीत फरोश
6. कुँवर नारायण - नचिकेता, कविता
7. सर्वेश्वरदयाल सक्सेना - देश कागज पर बना नक्शा नहीं होता, हम ले चलेंगे
8. केदारनाथ सिंह - रचना की आधी रात, फर्क नहीं पड़ता

सहायक पुस्तकें

- केदारनाथ सिहिः प्रतिनिधि कविताएँ राजकमल प्रकाशन
- सर्वेश्वर दयाल सक्सेना- कृष्णदत्त पालीवाल
- कुँवर नारायणः उपस्थिति- सं. यतीन्द्र मिश्र
- साहित्य और समकालीनता - राजेश जोशी
- आधुनिक साहित्य - नंददुलारे वाजपेयी
- निराला - राम विलास शर्मा
- आधुनिक साहित्य की प्रवृत्तियां - नामवर सिंह
- कवि अज्ञेय - नन्द किशोर नवल
- आधुनिक हिन्दी कविता का इतिहास - नन्द किशोर नवल

B-HIN(E)-DSE-502-B-हिंदी निबंध

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

हिंदी निबंध से परिचय करवाना

पाठ्यक्रम के अपेक्षित परिणाम

- वैचारिक क्षमता में अभिवृद्धि।
- हिंदी निबंधकारों व उनकी विशेषताओं से परिचय।
- निबंध की विविध शैलियों से परिचय।

परीक्षा संबधी निर्देश - प्रश्न पत्र चार खंडों में विभक्त होगा।

- **व्याख्या -** निर्धारित पाठ में से दो पाठांश दिए जायेंगे विद्यार्थी को किसी एक की संदर्भ सहित व्याख्या करनी होगी। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **पाठ बोध -** निर्धारित पाठों में से एक पाठांश तथा तत्संबंधी 5 प्रश्न दिये जायेंगे पाठ के आधारा पर उत्तर देने होंगे। इसके लिए 10 अंक निर्धारित हैं।
- **समीक्षात्मक प्रश्न -** निबंध का स्वरूप, आधुनिक हिंदी निबंध का विकास, निबंध के तत्व, निबंध के प्रकार तथा पाठ्यक्रम में निर्धारित निबंधकारों का परिचय, उनके निबंधों की विषयवस्तु, मूल संवेदना व रचना सौंदर्य संबंधी छः समीक्षात्मक प्रश्न पूछे जायेंगे। विद्यार्थी को किंही तीन का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघुत्तरी प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से सात लघुत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से चार के उत्तर देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।

निर्धारित निबंध

- बालकृष्ण भट्ट - साहित्य जनसमूह के हृदय का विकास है
- बालमुकुंद गुप्त - बंग-भंग
- चन्द्रधर शर्मा गुलेरी - कछुआ धर्म
- रामचन्द्र शुक्ल - उत्साह
- हरिशंकर परसाई - पगडण्डियों का जमाना
- विद्यानिवास मिश्र - अस्ति की पुकार हिमालय

- निर्मल वर्मा - अतीत: एक आत्म-मन्थन
- कुबेरनाथ राय - एक महाकाव्य का जन्म
- हजारी प्रसाद द्विवेदी - अशोक के फूल
- महादेवी वर्मा - जीने की कला
- रामधारी सिंह 'दिनकर' - भारत की सांस्कृतिक एकता

सहायक पुस्तकें

- हिन्दी में निबंध-साहित्य - जनार्दन स्वरूप अग्रवाल
- साहित्यिक निबंध - गणपति चन्द्र गुप्त
- हिन्दी निबन्ध की विभिन्न शैलियाँ - डॉ. मोहन अवस्थी
- निबन्ध : सिद्धांत और प्रयोग - डॉ. हरिहरनाथ द्विवेदी
- आधुनिक साहित्य की प्रवृत्तियाँ - नामवर सिंह
- आधुनिक हिन्दी गद्य साहित्य का विकास और विश्लेषण - विजयमोहन सिंह
- बीसवीं शताब्दी का हिन्दी साहित्य - विजयमोहन सिंह

B-HIN(E)-GE-503-सर्जनात्मक लेखन के विविध क्षेत्र

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

सर्जनात्मक लेखन के विविध आयामों से परिचय

पाठ्यक्रम के अपेक्षित परिणाम

- सर्जनात्मक लेखन की विविध विधाओं के सैद्धांतिक व व्यावहारिक पक्षों का ज्ञान।
- प्रिंट माध्यमों के लिए रचनात्मक लेखन क्षमता का विकास।
- दृश्य-श्रव्य माध्यमों के लिए लेखन की क्षमता का विकास।
- इंटरनेट व सामाजिक माध्यमों के लेखन के प्रति आलोचनात्मक दृष्टि का विकास

परीक्षा संबधी निर्देश - पाठ्यक्रम चार इकाइयों में विभक्त है। प्रश्न पत्र तीन खंडों में विभक्त होगा।

- **समीक्षात्मक प्रश्न -** निर्धारित पाठ्यक्रम की प्रत्येक इकाई से विकल्प सहित समीक्षात्मक प्रश्न पूछा जाएगा। विद्यार्थी को प्रत्येक का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघुत्तरी प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से दस लघुत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से छः के उत्तर देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

इकाई 1 सृजनात्मकताः अवधारणा और सिद्धांत

- सृजनात्मकता की अवधारणा,
- भाषाः आंचलिकता,
- सृजन-सौष्ठवः प्रतीक, बिम्ब, अलंकार, वक्रता

इकाई 2 विविध विधाओं का लेखनः विषयवस्तु चयन और प्रस्तुतिकरण

- कविताः संवेदना, भाषा, छंद, लय
- कथा साहित्यः विषयवस्तु, परिवेश, पात्र, भाषा
- नाटकः विषयवस्तु, परिवेश, पात्र, भाषा
- निबंधः विषयवस्तु, भाषा,

- व्यंग्यः विषयवस्तु, भाषा
- बच्चों के लिए सृजनात्मक लेखन

इकाई 3 प्रिंट माध्यम के लिए लेखनः

- रिपोर्ताज़: अर्थ, विषय-चयन, सामग्री-निर्धारण, लेखन-प्रविधि।
- फीचर लेखन: विषय-चयन, सामग्री-निर्धारण, लेखन-प्रविधि।
- साक्षात्कार (इण्टरव्यू/भेंटवार्ता): उद्देश्य, प्रकार, साक्षात्कार-प्रविधि, महत्व।
- फिल्म समीक्षा और पुस्तक समीक्षा।

इकाई 4 - इलेक्ट्रोनिक माध्यम के लिए लेखनः

- पटकथा लेखनः विषय-चयन, सामग्री-निर्धारण, लेखन-प्रविधि।
- संवाद लेखनः विषय-चयन, सामग्री-निर्धारण, लेखन-प्रविधि।
- विज्ञापन लेखनः विषय-चयन, सामग्री-निर्धारण, लेखन-प्रविधि।
- रिपोर्ट लेखनः विषय-चयन, सामग्री-निर्धारण, लेखन-प्रविधि।
- दृश्य-सामग्री (छायाचित्र, कार्टून, रेखाचित्र, ग्राफिक्स आदि) से संबन्धित लेखन।

सहायक सामग्री

- कथा-पटकथा - मन्नू भंडारी
- पटकथा लेखन - मनोहर श्याम जोसी
- रचनात्मक लेखन - सं. रमेश गौतम
- साहित्य सहचर - आचार्य हजारी प्रसाद द्विवेदी
- साहित्यालोचन - श्यामसुंदर
- कविता की रचना प्रक्रिया - कुमार विमल
- सर्जक का मन - नंदकिशोर आचार्य

सेमेस्टर VI

B-HIN(E)-SEC-601-अनुवाद विज्ञान

क्रेडिट - 2 **कुल अंक-50**

समय-1.30 घंटे, **परीक्षा अंक - 40, आंतरिक मूल्यांकन - 10**

पाठ्यक्रम का उद्देश्य

अनुवाद के सैद्धांतिक व व्यावहारिक पहलुओं से परिचित करवाना।

पाठ्यक्रम से अपेक्षित परिणाम

- विभिन्न विषयों का अनुवाद करने में सक्षम।
- भाषा प्रयोग की दक्षता में अभिवृद्धि।
- शासन-प्रशासन के कार्यों को करने में दक्षता।

परीक्षा संबधी निर्देश - प्रश्न पत्र तीन खंडों में विभक्त होगा।

- **समीक्षात्मक प्रश्न** - निर्धारित पाठ्यक्रम में से 4 समीक्षात्मक प्रश्न पूछे जायेंगे। विद्यार्थी को 2 का उत्तर देना होगा। प्रत्येक के लिए 8 अंक निर्धारित हैं।
- **लघुत्तरी प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से 4 लघुत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से 2 के उत्तर देने होंगे। प्रत्येक के लिए 4 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 8 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

पाठ्य विषय

- अनुवाद की अवधारणा
- अनुवाद प्रक्रिया एवं सम्पादन प्रविधि।
- अनुवादक की योग्यता, सफल अनुवादक के अभिलक्षण।
- हिन्दी में अनुवाद की परंपरा
- हिन्दी अनुवाद का भविष्य।
- मशीनी अनुवाद और उसकी समस्याएं
- अनुवाद के प्रमुख प्रकार - कार्यालयी, साहित्यिक, ज्ञान-विज्ञानपरक, विधिक, वाणिज्यिक।

- अनुवाद के शिल्पगत भेद अविकल अनुवाद (लिटरल), भावानुवाद/छायानुवाद, आशु अनुवाद, डबिंग, कम्प्यूटर अनुवाद।
- साहित्यिक अनुवाद के प्रमुख रूप - काव्यानुवाद, कथानुवाद, नाट्यानुवाद।
- वैज्ञानिक तकनीकी शब्दावली का अनुवाद, मुहावरों/लोकोक्तियों का अनुवाद, आंचलिक शब्दावली का अनुवाद।

सहायक सामग्री

- अनुवाद विज्ञानः सिद्धांत और अनुप्रयोग - सं. डा. नगेंद्र
- अनुवाद विज्ञान - भोला नाथ तिवारी
- वैज्ञानिक साहित्य के अनुवाद की समस्याएँ - भोला नाथ तिवारी
- प्रशासन में राजभाषा हिन्दी - डॉ. कैलाशचन्द्र भाटिया
- पश्चिम में अनुवाद-कला के मूल स्त्रोत - डॉ. गार्गी गुप्त, विश्वनाथ गुप्त
- अनुवाद का भाषिक सिद्धांत - जे.सी.कैटफोर्ड
- अनुवाद : सिद्धांत और प्रयोग - जी. गोपीनाथन
- व्यावहारिक अनुवाद - एन. ई. विश्वनाथ अय्यर
- अनुवाद विज्ञान की भूमिका - कृष्णकुमार गोस्वामी

B-HIN(E)-DSE-602-A-बालमुकुंद गुप्त

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

बालमुकुंद गुप्त के जीवन व साहित्य के विविध आयामों से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- बालमुकुंद गुप्त के साहित्यिक-सांस्कृतिक योगदान का परिचय।
- बालमुकुंद गुप्त के युग व साहित्य का बोध।
- हिंदी भाषा व पत्रकारिता के निर्माण व मूल्यों के प्रति चेतना का विकास।
- राष्ट्रीय आंदोलन में साहित्य, पत्रकारिता के योगदान से परिचय।

परीक्षा संबधी निर्देश - प्रश्न पत्र चार खंडों में विभक्त होगा।

- **व्याख्या -** निर्धारित पाठ में से दो पाठांश दिए जायेंगे विद्यार्थी को किसी एक की संदर्भ सहित व्याख्या करनी होगी। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **पाठ बोध -** निर्धारित पाठ्यक्रम में से एक पाठांश व तत्संबंधी प्रश्न दिए जायेंगे विद्यार्थी को पाठ के आधार पर उनका उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **समीक्षात्मक प्रश्न -** निर्धारित पाठ्य विषयों में से पांच समीक्षात्मक प्रश्न पूछे जायेंगे। विद्यार्थी को किंही तीन का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघुत्तरी प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से सात लघुत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से चार के उत्तर देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

पाठ्य विषयः

- बालमुकुंद गुप्त का जीवन परिचय
- बालमुकुंद का साहित्यिक का परिचय
- पत्रकार बालमुकुंद गुप्त
- भाषाविद् बालमुकुंद गुप्त
- बाल साहित्यकार बालमुकुंद गुप्त
- कवि बालमुकुंद गुप्त

- व्यंग्यकार बालमुकुंद गुप्त
- बालमुकुंद गुप्त की भाषा
- बालमुकुंद साहित्य की प्रासंगिकता
- बालमुकुंद गुप्त और हिंदी नवजागरण

व्याख्या के लिए

कविताएं (भैंस का स्वर्ग, सभ्य बीबी की चिट्ठी, प्लेग की भूतनी, होली, देशोद्धार की तान, चूहों का मातम, पंजाब में लॉयल्टी, पोलिटिकल होली, वसंत, जोगीड़ा, टेसू)

पाठ बोध के लिए

निबंध (वैसराय का कर्तव्य, पीछे मत फेंकिये, बंग-विच्छेद, हंसी-खुशी, हिंदी की उन्नति**)**

पाठ्य पुस्तक

बालमुकुंद गुप्तः जीवन, सृजन और मूल्यांकन; सं. सुभाष चंद्र

सहायक पुस्तकें

- बालमुकुंद गुप्त रचनावली; सं. के.सी. यादव ; हरियाणा इतिहास एवं संस्कृति अकादमी, गुरुग्राम (हरि.)
- बालमुकुंद निबंधावली; झाबरमल शर्मा व बनारसीदास चतवेर्दी; गुप्त स्मारक ग्रंथ प्रकाशन समिति, कलकत्ता।
- बालमकुंद गुप्त; मदन गोपाल; साहित्य अकादमी प्रकाशन, दिल्ली
- बालमुकुंद गुप्त ग्रंथावली; नत्थन सिंह; हिरयाणा साहित्य अकादमी, पंचकुला
- बालमुकुंद गुप्तः संकलित निबंध; कृष्णदत्त पालीवाल; राष्ट्रीय पुस्तक न्यास भारत, दिल्ली
- देस हरियाणा (बालमुकुंद गुप्त विशेषांक)

B-HIN(E)-DSE-602-B-लोक साहित्य

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

लोक साहित्य व लोक संस्कृति से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

लोक साहित्य की विभिन्न विधाओं से परिचय।

लोक-संस्कृति के विभिन्न पक्षों से परिचय।

लोक साहित्य एवं लोक संस्कृति के के संकलन, संरक्षण, अध्ययन एवं विश्लेषण में रुचि।

परीक्षा संबधी निर्देश- पाठ्यक्रम चार इकाइयों में विभक्त है। प्रश्न पत्र पांच खंडों में विभक्त होगा।

- **व्याख्या खंड** - निर्धारित पाठ्यक्रम (स्वांग व लोकगीत) से दो पद्यांश दिए जायेंगे। विद्यार्थी को किसी एक की संदर्भ सहित व्याख्या करनी होगी। इसके लिए 10 अंक निर्धारित हैं।
- समीक्षात्मक खंड में निर्धारित पाठ्यक्रम की इकाई 1, 2 व 3 में से विकल्प सहित समीक्षात्मक प्रश्न पूछा जाएगा। विद्यार्थी को प्रत्येक का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- लघुत्तरी खंड में निर्धारित समस्त पाठ्यक्रम में से सात लघुत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से छः के उत्तर (लगभग 150 शब्दों में) देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- वस्तुनिष्ठ खंड में निर्धारित समस्त पाठ्यक्रम में 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। इसके लिए 10 अंक निर्धारित हैं।

निर्धारित पाठ्य विषय

इकाई - 1

- लोक साहित्य- परिभाषा एवं स्वरूप, साहित्य और लोक साहित्य के संबंध, लोक साहित्य की प्रवृतियां, लोक साहित्य के विशिष्ट अध्येताओं का परिचय - देवेंद्र सत्यार्थी, विजयदान देथा, वासुदेव शरण अग्रवाल
- लोक संस्कृति - अवधारणा, लोक संस्कृति और साहित्य, लोक साहित्य के अध्ययन की प्रक्रिया, लोक साहित्य के संकलन की समस्याएं। हिंदी प्रदेश की लोक बोलियों और उनके साहित्य का परिचय

इकाई -2

- लोक साहित्य के रूप - लोक नाट्य और लोक गीत
- लोकनाट्य - स्वांग, भवाई, माच, तमाशा, नौटंकी, जात्रा, ।
- लोकगीत - संस्कार गीत, व्रतगीत, श्रम गीत, ऋतुगीत।
- रागनी - उद्भव, विकास व विशेषताएं।

इकाई - 3

- लोक साहित्य के रूप - लोक कथा, लोकगाथा, लोकोक्तियां, पहेलियां।
- लोककथा - व्रतकथा, परीकथा, नागकथा, बोधकथा।
- कथानक रूढ़ियाँ एवं अभिप्राय, लोककथा निर्माण में अभिप्राय
- लोकगाथा - लोकगाथा की भारतीय परम्परा, लोकगाथा की सामान्य प्रवृत्तियाँ, लोकगाथा प्रस्तुति। प्रसिद्ध लोकगाथाएँ - ढोला-मारू, गुग्गा पीर, नल-दमयन्ती, हीर-राँझा।

इकाई - 4 लोक साहित्यः व्याख्या के लिए

- स्वांग गूगे राजपूत बागड़ देस का - संकलनकर्ता आर. सी. टेम्पल
- 7 लोकगीत व 10 रागनी

सहायक पुस्तकें

- लोक साहित्य की भूमिका - कृष्णदेव उपाध्याय
- भारत का लोक साहित्य - कृष्णदेव उपाध्याय
- हरियाणा का लोक साहित्य - लालचंद गुप्त 'मंगल'
- लोक संस्कृति के क्षितिज - पूर्णचन्द शर्मा
- हरियाणा का लोक साहित्य - शंकर लाल यादव
- हरियाणवी साहित्य और संस्कृति - पूर्णचंद शर्मा
- हरियाणवी लोकधारा (प्रतिनिधि रागनियां) - सं. सुभाष चन्द्र

B-HIN(E)-GE-603-आधुनिक भारतीय कविता

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

भारतीय भाषाओं की कविता व कवियों से परिचय

पाठ्यक्रम के अपेक्षित परिणाम

- भारतीय भाषाओं के प्रमुख कवियों की कविताओं की समझ।
- भारतीय संस्कृति के लगाव, राष्ट्रीय एकता व अंखडता की भावना का विकास।
- साहित्य के तुलनात्मक अध्ययन की दृष्टि का विकास

परीक्षा संबधी निर्देश - प्रश्न पत्र चार खंडों में विभक्त होगा।

- **व्याख्या -** निर्धारित पाठ में से दो पाठांश दिए जायेंगे विद्यार्थी को किसी एक की संदर्भ सहित व्याख्या करनी होगी। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **पाठ बोध -** निर्धारित पाठों में से एक पाठांश तथा तत्संबंधी 5 प्रश्न दिये जायेंगे पाठ के आधारा पर उत्तर देने होंगे। इसके लिए 10 अंक निर्धारित हैं।
- **समीक्षात्मक प्रश्न -** भारतीयता कविता का स्वरूप, कविता में भारतीय मूल्यों की अभिव्यक्ति, भारतीय राष्ट्रीय आंदोलन और भारतीय कविता, भारतीय कविता की प्रवृतियां तथा पाठ्यक्रम में निर्धारित कवियों का परिचय, उनकी कविताओं की विषयवस्तु, मूल संवेदना व काव्य सौंदर्य संबंधी छः समीक्षात्मक प्रश्न पूछे जायेंगे। विद्यार्थी को किंही तीन का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघुत्तरी प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से सात लघुत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से चार के उत्तर देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

निर्धारित कवि (निम्नलिखित कवियों की तीन तीन कविताएं)

हिंदी - सूर्यकांत त्रिपाठी निराला
मुक्तिबोध

उर्दू - ग़ालिब
हाली

पंजाबी - लालसिंह दिल
सुरजीत पातर

बांग्ला - रवीन्द्रनाथ ठाकुर
काज़ी नज़रुल इस्लाम

सहायक पुस्तकें

- भारतीय साहित्य : स्थापनाएं और प्रस्तावनाएं - के. सच्चिदानंद
- भारतीय साहित्य की भूमिका - डॉ. रामविलास शर्मा
- भारतीय साहित्य - डॉ. राम छबीला त्रिपाठी
- भारतीय साहित्य - डॉ. नगेन्द्र
- भारतीय साहित्य - डॉ. मूलचन्द गौतम
- भारतीय साहित्य - भोलाशंकर व्यास
- परंपरा का मूल्यांकन - रामविलास शर्मा
- संस्कृति के चार अध्याय - रामधारी सिंह दिनकर

हिंदी-विभाग

कुरुक्षेत्र विश्वविद्यालय कुरुक्षेत्र

(प्रदेश विधायिका एक्ट 12ए 1956 के तहत स्थापित)

('ए+ श्रेणी' राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद द्वारा प्रदत्त)

बी ए (आनर्स) हिंदी पाठ्यक्रम

सी. बी. सी. एस. (चयन-आधारित क्रेडिट पद्धति), सत्र 2020-21 से लागू

कोर्स कोड	कोर्स का नाम	क्रेडिट	शिक्षण घंटे / प्रति सप्ताह	परीक्षा की स्कीम (अंक)			
				परीक्षा	आंतरिक मूल्यांकन	कुल अंक	समय
सेमेस्टर - I							
BH-HIN-CC-101	हिंदी साहित्य का इतिहास (रीतिकाल तक)	6	6	80	20	100	3 घंटे
BH-HIN-CC-102	हिंदी साहित्य का इतिहास (आधुनिक काल)	6	6	80	20	100	3 घंटे
BH-HIN-AECC-103	हिंदी व्याकरण और संप्रेषण	2	2	40	10	50	1.30 घंटे
BH-HIN-GE-104	कला और साहित्य	6	6	80	20	100	3 घंटे
सेमेस्टर - II							
BH-HIN-CC-201	आदिकालीन एवं मध्यकालीन हिंदी कविता	6	6	80	20	100	3 घंटे
BH-HIN-CC-202	आधुनिक हिंदी कविता (छायावाद तक)	6	6	80	20	100	3 घंटे
BH-HIN-AECC-203	हिंदी भाषा और संप्रेषण कौशल	2	2	40	10	50	1.30 घंटे
BH-HIN-GE-204	हिंदी की सांस्कृतिक पत्रकारिता	6	6	80	20	100	3 घंटे
सेमेस्टर - III							
BH-HIN-CC-301	छायावादोत्तर हिंदी कविता	6	6	80	20	100	3 घंटे
BH-HIN-CC-302	भारतीय काव्यशास्त्र	6	6	80	20	100	3 घंटे
BH-HIN-CC-303	पाश्चात्य काव्यशास्त्र	6	6	80	20	100	3 घंटे
BH-HIN-SEC-304	रचनात्मक लेखन	2	2	40	10	50	1.30 घंटे
BH-HIN-GE-305	संपादन प्रक्रिया और साज सज्जा	6	6	80	20	100	3 घंटे

सेमेस्टर - IV							
BH-HIN-CC-401	भाषा विज्ञान और हिंदी भाषा	6	6	80	20	100	3 घंटे
BH-HIN-CC-402	हिंदी उपन्यास	6	6	80	20	100	3 घंटे
BH-HIN-CC-403	हिंदी कहानी	6	6	80	20	100	3 घंटे
BH-HIN-SEC-404	अनुवादः सिद्धांत और प्रविधि	2	2	40	10	50	1.30 घंटे
BH-HIN-GE-405	आधुनिक भारतीय कविता	6	6	80	20	100	3 घंटे
सेमेस्टर - V							
BH-HIN-CC-501	हिंदी नाटक एवं एकांकी हिंदी	6	6	80	20	100	3 घंटे
BH-HIN-CC-502	हिंदी निबंध एवं अन्य गद्य विधाएं	6	6	80	20	100	3 घंटे
BH-HIN-DSE-503	राष्ट्रीय काव्यधारा	2	2	40	10	50	1.30 घंटे
BH-HIN-DSE-504	प्रेमचंद	2	2	40	10	50	1.30 घंटे
BH-HIN-GE-505	सर्जनात्मक लेखन के विविध क्षेत्र	6	6	80	20	100	3 घंटे
सेमेस्टर -VI							
BH-HIN-CC-601	हिंदी की साहित्यिक पत्रकारिता	6	6	80	20	100	3 घंटे
BH-HIN-CC-602	प्रयोजनमूलक हिंदी	6	6	80	20	100	3 घंटे
BH-HIN-DSE-603	अस्मितामूलक विमर्श और हिंदी साहित्य	2	2	40	10	50	1.30 घंटे
BH-HIN-DSE-604	लोक साहित्य	2	2	40	10	50	1.30 घंटे
BH-HIN-GE-605	पाश्चात्य दार्शनिक चिंतन एवं हिंदी साहित्य	6	6	80	20	100	3 घंटे

पाठ्यक्रम के अपेक्षित परिणाम

- व्यवहारिक व व्यावसायिक जीवन में भाषा का विशेषकर हिंदी भाषा का सही प्रयोग कर सकेगा।
- हिंदी भाषा के विकास के माध्यम से भाषा के सैद्धांतिक पहलुओं तथा उसके परिवर्तन की दिशाओं का बोध होगा।
- हिंदी साहित्य की विभिन्न धाराओं व परंपराओं की समझ विकसित होगी। विभिन्न युगों, धाराओं व रचनाकारों के साहित्य की विशिष्टताओं की समझ बढ़ेगी।
- समकालीन साहित्य के विविध गद्य व पद्य रूपों के माध्यम से अपने युग का बोध होगा।
- साहित्य की विभिन्न विधाओं में रचनात्मक लेखन व संप्रेषण की क्षमता विकसित होगी।
- साहित्य संसार व वास्तविक संसार के यथार्थ के प्रति आलोचनात्मक समझ विकसित होगी और संवेदनशील व्यक्तित्व का विकास होगा।
- साहित्य के सौंदर्य, कला तथा वैचारिक मूल्यों के प्रति विवेक का निर्माण होगा।
- व्यक्तित्व विकास व जीवनयापन के लिए भाषायी कौशल, कंप्यूटर, अनुवाद, पत्रकारिता, जनसंचार, रंगमंच, चलचित्र आदि के बारे में सैद्धांतिक व व्यावहारिक ज्ञान होगा।
- भारतीय समाज और सांस्कृतिक जीवन के विभिन्न पक्षों में अन्तर्निहित एकता के तत्त्वों का परिचय व पहचान होगी। देश व समाज की एकता-अंखडता की भावना विकसित होगी।
- उद्यमशीलता की अंतर्दृष्टि व भविष्यदृष्टि का विकास होगा।
- संदर्भ आधारित ग्रहण क्षमता के माध्यम से काल-परिस्थिति सापेक्ष ठोस विश्लेषणात्मक प्रवृत्ति का विकास होगा।

सेमेस्टर -1

BH-HIN-CC-101-हिंदी साहित्य का इतिहास (रीतिकाल तक)

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

हिंदी साहित्य के इतिहास से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- हिंदी भाषा के विकास के सोपानों की पहचान।
- हिंदी साहित्य की विभिन्न धाराओं व साहित्यिक परपंराओं से परिचय। भक्तिकालीन विभिन्न धाराओं की वैचारिक पृष्ठभूमि की समझ।
- हिंदी साहित्य के विभिन्न पड़ावों व बदलाव के बिंदुओं की पहचान व भारतीय इतिहास के साथ उसकी तर्कसंगति का अध्ययन।
- हिंदी साहित्यकारों की रचना क्षमता व अभिव्यक्ति की विशिष्टताओं की पहचान।

परीक्षा संबधी निर्देश - पाठ्यक्रम चार इकाइयों में विभक्त है। प्रश्न पत्र तीन खंडों में विभक्त होगा।

- **समीक्षात्मक प्रश्न -** निर्धारित पाठ्यक्रम की चारों इकाइयों में से आंतरिक विकल्प सहित एक-एक समीक्षात्मक प्रश्न पूछा जाएगा। विद्यार्थी को प्रत्येक का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघूत्तरी प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से दस लघूत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से छः के (लगभग 150 शब्दों में) उत्तर देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

पाठ्य विषय

इकाई 1

- इतिहास लेखन और साहित्येतिहास लेखन
- हिंदी साहित्य इतिहास लेखन की परंपरा
- हिंदी साहित्य का काल विभाजन एवं नामकरण,
- आदिकाल की विशेषताएं
- आदिकालीन सिद्ध काव्यधारा की काव्यगत विशेषताएं

- आदिकालीन नाथ काव्यधारा की काव्यगत विशेषताएं
- आदिकालीन प्रमुख रासो काव्यधारा की काव्यगत विशेषताएं
- आदिकालीन लौकिक काव्य और प्रमुख कवि (विद्यापति, अमीर खुसरो)

इकाई 2

- भक्ति आन्दोलन: सामाजिक-सांस्कृतिक पृष्ठभूमि,
- संतकाव्य की वैचारिक पृष्भूमि
- संत काव्यधारा की काव्यगत विशेषताएं और प्रमुख कवि
- सूफीकाव्य की वैचारिक पृष्ठभूमि
- सूफी काव्यधारा की काव्यगत विशेषताएं और प्रमुख कवि

इकाई 3

- कृष्णकाव्य की वैचारिक पृष्ठभूमि
- कृष्ण काव्यधारा की काव्यगत विशेषताएं और प्रमुख कवि
- रामकाव्य की वैचारिक पृष्ठभूमि
- राम कव्यधारा की काव्यगत विशेषताएं और प्रमुख कवि

इकाई 4

- रीतिकाल की ऐतिहासिक पृष्ठभूमि,
- रीतिबद्ध काव्यधारा की काव्यगत विशेषताएं
- रीतिसिद्ध काव्यधारा की काव्यगत विशेषताएं
- रीतिमुक्त काव्यधारा की काव्यगत विशेषताएं

सहायक पुस्तकें

- हिंदी भाषा का इतिहास - धीरेंद्र वर्मा
- हिन्दी साहित्य का इतिहास- रामचंद्र शुक्ल
- हिन्दी साहित्य का आदिकाल- हजारी प्रसाद द्विवेदी
- हिन्दी साहित्य की भूमिका- हजारी प्रसाद द्विवेदी
- हिंदी साहित्य और संवेदना का विकास - रामस्वरूप चतुर्वेदी
- हिंदी साहित्य का इतिहास - (सं.) डा. नगेंद्र
- हिंदी साहित्य का दूसरा इतिहास - बच्चन सिंह
- हिंदी साहित्य का इतिहास - लालचंद गुप्त मंगल
- हिंदी साहित्यः इतिहास के आइने में - डॉ. सुभाष चंद्र

BH-HIN-CC-102-हिंदी साहित्य का इतिहास (आधुनिक काल)

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

हिंदी साहित्य के इतिहास से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- आधुनिक काल की वैचारिक पृष्ठभूमि की समझ।
- हिंदी साहित्य के विभिन्न पड़ावों व बदलाव के बिंदुओं की पहचान व भारतीय इतिहास के साथ उसकी तर्कसंगति का अध्ययन।
- भारतीय पुनर्जागरण के मुद्दे व अंतर्विरोधों की पहचान।
- भारतीय राष्ट्रीय आंदोलन व साहित्य के संबंधों की समझ

परीक्षा संबधी निर्देश - पाठ्यक्रम चार इकाइयों में विभक्त है। प्रश्न पत्र तीन खंडों में विभक्त होगा।

- **समीक्षात्मक प्रश्न -** निर्धारित पाठ्यक्रम की चारों इकाइयों में से आंतरिक विकल्प सहित एक-एक समीक्षात्मक प्रश्न पूछा जाएगा। विद्यार्थी को प्रत्येक का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघूत्तरी प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से दस लघूत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से छः के (लगभग 150 शब्दों में) उत्तर देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

पाठ्य विषय

इकाई 1

- आधुनिक काल की सामाजिक-सांस्कृतिक पृष्ठभूमि
- हिन्दी नवजागरण
- भारतीय राष्ट्रीय आंदोलन
- भारतेन्दु युगीन साहित्य की विशेषताएँ,
- महावीर प्रसाद द्विवेदी और उनका युग

इकाई 2

- छायावादः प्रवृतियां और प्रमुख कवि

- प्रगतिवादः प्रवृतियां और प्रमुख कवि
- प्रयोगवादः प्रवृतियां और प्रमुख कवि
- नई कविताः प्रवृतियां और प्रमुख कवि
- समकालीन कविताः प्रवृतियां और प्रमुख कवि

इकाई 3

- हिंदी नाटकः उद्भव और विकास
- हिंदी निबंधः उद्भव और विकास
- हिंदी उपन्यासः उद्भव और विकास
- हिंदी कहानीः उद्भव और विकास
- हिंदी पत्रकारिताः उद्भव और विकास

इकाई 4

- हिंदी रेखाचित्रः उद्भव और विकास
- संस्मरणः उद्भव और विकास
- हिंदी आत्मकथाः उद्भव और विकास
- हिंदी जीवनीः उद्भव और विकास
- अस्मितामूलक विमर्श (दलित, स्त्री व आदिवासी)

सहायक पुस्तकें

- हिन्दी साहित्य का इतिहास- रामचंद्र शुक्ल
- आधुनिक साहित्य की प्रवृत्तियां - नामवर सिंह
- हिंदी साहित्य और संवेदना का विकास - रामस्वरूप चतुर्वेदी
- हिंदी साहित्य का इतिहास - (सं.) डा. नगेंद्र
- हिंदी साहित्य का दूसरा इतिहास - बच्चन सिंह
- हिंदी साहित्य का इतिहास - लालचंद गुप्त मंगल
- हिंदी साहित्यः इतिहास के आइने में - डा. सुभाष चंद्र

BH-HIN-AECC-103-हिंदी व्याकरण और संप्रेषण

क्रेडिट - 2 **कुल अंक-50**

समय-1.30 घंटे, **परीक्षा अंक - 40, आंतरिक मूल्यांकन - 10**

पाठ्यक्रम का उद्देश्य

हिंदी व्याकरण तथा उसके अनुप्रयोग के लिए।

पाठ्यक्रम के अपेक्षित परिणाम

- हिंदी भाषा का सही उच्चारण कर पाएगा।
- हिंदी व्याकरण के नियमों का ज्ञान।
- भाषा का मानक व शुद्ध प्रयोग करने में सक्षम।

परीक्षा संबधी निर्देश - प्रश्न पत्र तीन खंडों में विभक्त होगा।

- **समीक्षात्मक प्रश्न** - निर्धारित पाठ्यक्रम में से 4 समीक्षात्मक प्रश्न पूछे जायेंगे। विद्यार्थी को 2 का उत्तर देना होगा। प्रत्येक के लिए 8 अंक निर्धारित हैं।
- **लघूत्तरी प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से 4 लघूत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से 2 के उत्तर देने होंगे। प्रत्येक के लिए 4 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 8 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

पाठ्य विषयः

- व्याकरण का स्वरूप और महत्व
- व्याकरण और भाषा का संबंध
- देवनागरी लिपि का मानकीकरण
- हिंदी की वर्ण-व्यवस्था: स्वर एवं व्यंजन। स्वर के प्रकार - ह्रस्व, दीर्घ तथा संयुक्त।
- हिंदी भाषा शब्द भंडार - तत्सम, तद्भव, देशज, विदेशी
- शब्द निर्माण - उपसर्ग, प्रत्यय,
- पर्यायवाची शब्द, विलोम शब्द,
- संज्ञा, सर्वनाम, विशेषण, क्रिया
- मुहावरे, लोकोक्तियां
- हिंदी वाक्य रचना, वाक्य और उपवाक्य, वाक्य के भेद
- शब्द शुद्धि और वाक्य शुद्धि

सहायक पुस्तकें

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

BH-HIN-GE-104-कला और साहित्य

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

कला और साहित्य से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- साहित्य और अन्य कलाओं के अंतसंबंधों का बोध।
- साहित्य और कला के विभिन्न आयामों की आलोचनात्मक समझ।
- साहित्य व कला के सैद्धांतिक व व्यावहारिक पक्षों की समझ का विस्तार।

परीक्षा संबधी निर्देश - प्रश्न पत्र तीन खंडों में विभक्त होगा।

- **समीक्षात्मक प्रश्न** - निर्धारित पाठ्यक्रम में से 7 समीक्षात्मक प्रश्न पूछे जायेंगे। विद्यार्थी को 4 का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघूत्तरी प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से 10 लघूत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से 6 के उत्तर (लगभग 150 शब्दों में) देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

पाठ्य विषयः

- कला और साहित्य का अंतस्संबंध
- कला और समाज का अंतस्संबंध
- कला में दीर्घजीविता के तत्व और उपकरण
- भारतीय कला का विकास
- भारतीय कला का सौंदर्यशास्त्रीय महत्व
- कला और हिन्दी साहित्य के सम्बंध की परपंरा
- लोक-कला और साहित्य
- साहित्य के मूल्यांकन में कला का महत्व
- भारतीय नाटय कला
- साहित्य, कला और विचारधारा
- कला कला के लिए
- कला जीवन के लिए
- वर्तमान में साहित्य और कला की प्रासंगिकता
- साहित्य, कला और बाजार

सहायक पुस्तकें

- साहित्य और कला - भगवतशरण उपाध्याय
- साहित्य के सिद्धांत और रूप - भगवतीचरण वर्मा
- साहित्य-सहचर - हजारी प्रसाद द्विवेदी
- साहित्य और कला - कार्ल मार्क्स और एंगेल्स
- साहित्य का समाजशास्त्र - मैनेजर पांडेय
- साहित्य और इतिहास दृष्टि - मैनेजर पांडेय
- कला साहित्य और संस्कृति - लू शुन, वाणी प्रकाशन, 2014
- कला और संस्कृति - रजनी
- कार्ल मार्क्स : कला और साहित्य चिन्तन - नामवर सिंह
- साहित्य और समाज - रामधारी सिंह दिनकर
- आधुनिक साहित्य की प्रवृतियां - नामवर सिंह

सेमेस्टर -II

BH-HIN-CC-201-आदिकालीन एवं मध्यकालीन हिंदी कविता

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

आदिकालीन व मध्यकालीन कविता से परिचित करवाने के लिए।

पाठ्यक्रम के अपेक्षित परिणाम

- आदिकालीन व मध्यकालीन कविता का बोध होगा।
- सगुण, निर्गुण, रीतिकाल के विभिन्न कवियों की काव्य विशिष्टता की पहचान कर पायेंगे।
- मध्यकालीन भाषा व अभिव्यक्ति के विभिन्न रूपों की पहचान होगी।
- हिंदी काव्य परंपरा की जानकारी मिलेगी।

परीक्षा संबधी निर्देश - प्रश्न पत्र पांच खंडों में विभक्त होगा।

- **व्याख्या खंड** - पाठ्यक्रम में निर्धारित रचनाओं से दो पाठांश दिए जायेंगे। विद्यार्थी को किसी एक की संदर्भ सहित व्याख्या करनी होगी। इसके लिए 10 अंक निर्धारित हैं।
- **पाठ-बोध खंड -** पाठ्यक्रम में निर्धारित रचनाओं से एक पाठांश तथा तत्संबंधी 5 प्रश्न दिए जायेंगे। विद्यार्थी को उस पाठांश के आधार पर उत्तर देने होंगे। इसके लिए 10 अंक निर्धारित हैं।
- **समीक्षात्मक खंड -** पाठ्यक्रम में निर्धारित रचनाकारों के साहित्यिक परिचय, उनके साहित्य की विषयवस्तु, मूल संवेदना व रचना-सौष्ठव संबंधी पांच समीक्षात्मक प्रश्न पूछे जायेंगें। विद्यार्थी को किंही तीन का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघूत्तरी खंड -** निर्धारित पाठ्यक्रम में से सात लघूत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से चार के उत्तर (लगभग 150 शब्दों में) देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ खंड -** निर्धारित समस्त पाठ्यक्रम में से 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। इसके लिए 10 अंक निर्धारित हैं।

निर्धारित कवि व उनका काव्य

1. अमीर खुसरो
2. कबीरदास
3. रैदास
4. सूरदास
5. तुलसीदास

6. रहीम
7. मीराबाई
8. बिहारी
9. घनानंद
10. चिंतमणि
11. गरीबदास

सहायक पुस्तकें

- हिन्दी साहित्य का इतिहास- रामचन्द्र शुक्ल
- मध्यकालीन बोध और साहित्यः- हजारी प्रसाद द्विवेदी
- तुलसीदास और उनका युग- डॉ. रामविलास शर्मा
- कबीर एक नई दृष्टि- रघुवंश
- कबीर के आलोचक- डॉ. धर्मवीर
- कबीर- गोविन्द त्रिगुणायत
- कबीर- हजारी प्रसाद द्विवेदी
- मीराबाई- परशुराम चतुर्वेदी

BH-HIN-CC-202-आधुनिक हिंदी कविता (छायावाद तक)

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

आधुनिक कविता (छायावाद तक) से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- आधुनिक काल की पृष्टभूमि से परिचय।
- आधुनिक काल के कवियों की काव्य क्षमता का बोध।
- नवजागरण व राष्ट्र के निर्माण की प्रक्रिया का ज्ञान।
- आधुनिक हिंदी कविता के प्रमुख हस्ताक्षरों की कविता का आलोचनात्मक बोध।

परीक्षा संबधी निर्देश - प्रश्न पत्र पांच खंडों में विभक्त होगा।

- **व्याख्या खंड** - पाठ्यक्रम में निर्धारित रचनाओं से दो पाठांश दिए जायेंगे। विद्यार्थी को किसी एक की संदर्भ सहित व्याख्या करनी होगी। इसके लिए 10 अंक निर्धारित हैं।
- **पाठ-बोध खंड -** पाठ्यक्रम में निर्धारित रचनाओं से एक पाठांश तथा तत्संबंधी 5 प्रश्न दिए जायेंगे। विद्यार्थी को उस पाठांश के आधार पर उत्तर देने होंगे। इसके लिए 10 अंक निर्धारित हैं।
- **समीक्षात्मक खंड -** पाठ्यक्रम में निर्धारित रचनाकारों के साहित्यिक परिचय, उनके साहित्य की विषयवस्तु, मूल संवेदना व रचना-सौष्ठव संबंधी पांच समीक्षात्मक प्रश्न पूछे जायेंगें। विद्यार्थी को किंही तीन का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघूत्तरी खंड -** निर्धारित पाठ्यक्रम में से सात लघूत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से चार के उत्तर (लगभग 150 शब्दों में) देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ खंड -** निर्धारित समस्त पाठ्यक्रम में से 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। इसके लिए 10 अंक निर्धारित हैं।

निर्धारित कवि व उनकी कविताएं

1. भारतेंदु
2. अयोध्यासिंह उपाध्याय 'हरिऔध'
3. मैथिलीशरण गुप्त
4. जयशंकर प्रसाद
5. सूर्यकांत त्रिपाठी निराला
6. सुमित्रानंदन पंत
7. महादेवी वर्मा
8. रामधारी सिंह दिनकर

सहायक पुस्तकें

- आधुनिक हिन्दी कविता का इतिहास- डॉ. नन्दकिशोर नवल
- छायावाद- नामवर सिंह
- प्रसाद का काव्य- डॉ. प्रेम शंकर
- महीमसी महादेवी- गंगा प्रसाद पांडेय
- निराला की साहित्य साधना(दूसरा भाग)- रामविलास शर्मा
- साकेतः एक अध्ययन- डॉ. नगेन्द्र
- कामायनीः एक पुनर्विचार- मुक्तिबोध
- कामायनी के अध्ययन की समस्याएं- डॉ. नगेन्द्र

BH-HIN-AECC-203-हिंदी भाषा और संप्रेषण कौशल

क्रेडिट - 2 **कुल अंक-50**

समय-1.30 घंटे, **परीक्षा अंक - 40, आंतरिक मूल्यांकन - 10**

पाठ्यक्रम का उद्देश्य

संप्रेषण की विधियों और सिद्धांतों से परिचय के लिए। हिंदी भाषा में अपेक्षित संप्रेषण के लिए।

पाठ्यक्रम के अपेक्षित परिणाम

- हिंदी भाषा में अपेक्षित संप्रेषण कर पाएगा।
- संप्रेषण की विधियों को सीखकर हिंदी भाषा में मौखिक व लिखित रूप में अपेक्षित व प्रभावी संप्रेषण करने में सक्षम होगा।

परीक्षा संबधी निर्देश - प्रश्न पत्र तीन खंडों में विभक्त होगा।

- **समीक्षात्मक प्रश्न** - निर्धारित पाठ्यक्रम में से 4 समीक्षात्मक प्रश्न पूछे जायेंगे। विद्यार्थी को 2 का उत्तर देना होगा। प्रत्येक के लिए 8 अंक निर्धारित हैं।
- **लघूत्तरी प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से 4 लघूत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से 2 के उत्तर देने होंगे। प्रत्येक के लिए 4 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 8 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 8 अंक निर्धारित हैं।

पाठ्य विषयः

- भाषा का स्वरुप एवं विशेषताएं
- हिंदी भाषा का विकास
- हिंदी भाषा के विविध रूप - संपर्क भाषा, राजभाषा, राष्ट्रभाषा
- हिंदी की संविधानिक स्थिति
- देवनागरी लिपि का मानकीकरण
- संप्रेषण की अवधारणा एवं महत्व
- संप्रेषण के प्रकार - मौखिक और लिखित
- संप्रेषण में बाधाएं और चुनौतियां
- संप्रेषण के विविध रूप - साक्षात्कार, भाषण, संवाद, सामूहिक चर्चा आदि।
- संप्रेषण के माध्यम
- जनसंचार के लिए लेखन

सहायक पुस्तकें

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

BH-HIN-GE-204-हिंदी की सांस्कृतिक पत्रकारिता

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

हिंदी की सांस्कृतिक पत्रकारिता से परिचय

पाठ्यक्रम के अपेक्षित परिणाम

- सांस्कृतिक पत्रकारिता के सैद्धांतिक व व्यावहारिक पक्षों का ज्ञान।
- सांस्कृतिक पत्रकारिता में दक्षता।
- सांस्कृतिक पत्रकारिता की आलोचनात्मक समझ का विकास।
- सांस्कृतिक चेतना का विकास

परीक्षा संबधी निर्देश - प्रश्न पत्र तीन खंडों में विभक्त होगा।

- **समीक्षात्मक प्रश्न** - निर्धारित पाठ्यक्रम में से 7 समीक्षात्मक प्रश्न पूछे जायेंगे। विद्यार्थी को 4 का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघूत्तरी प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से 10 लघूत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से 6 के उत्तर (लगभग 150 शब्दों में) देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

पाठ्य विषयः

- सांस्कृतिक पत्रकारिता: अवधारणा, अर्थ और महत्व। परम्परागत, आधुनिक और उत्तर आधुनिक समाज। संस्कृति, लोकसंस्कृति, लोकप्रिय संस्कृति, अपसंस्कृति। बाजार, संस्कृति और संचार माध्यम।
- सांस्कृतिक संवाद: अर्थ, भेद और विशेषताएँ। सांस्कृतिक संवाददाता की योग्यताएँ: आस्वादन, अन्वीक्षण, कल्पनाशीलता आदि। सांस्कृतिक संवाद के क्षेत्रों का परिचय - मंचकला, पर्यटन, पुरातत्व संग्रहालय आदि।
- मंचकला और पत्रकारिता: रंगमंच; संगीत-गायन, वादन (ताल वाद्य, तंत्र वाद्य) और नृत्य के कार्यक्रम संवाद लेखन और समीक्षा। चित्रकला (पेंटिंग, ग्राफिक, टेक् सटाल डिजाइन), शिल्पकला, स्थापत्य कला के कार्यक्रम: संवाद लेखन और समीक्षा।
- पर्यटन पत्रकारिता - प्रमुख धर्मिक स्थलों, स्मारकीय और प्राकृतिक सम्पदाओं का परिचय: संवाद लेखन और समीक्षा। छायाचित्र (फोटाग्राफी) और चित्र पत्रकारिताः जनसंचार माध्यम के रूप में छायाचित्र, छायाचित्र लेने की तरीके, उपकरण और प्रयोग की विधि।
- चित्र पत्रकारिता: सिद्धान्त और व्यवहार, चित्र सम्पादन, सचित्र रूपक (फीचर), प्रदर्शनी।

चलचित्र (छायाछवि/फिल्म) पत्रकारिताः संचार माध्यम के रूप में फिल्म और विडियो, लघुफिल्म, वृत्तचित्र, धारावाहिक: परिचय और विकास; फिल्म पृष्ठ का आकल्पन और अभिविन्यास।

सहायक पुस्तकें

- पत्रकारिता का समाजशास्त्र - रविभूषण पांडेय
- मास कम्युनिकेशन इन इंडिया - कुमार केवल
- जनसंपर्क सिद्धान्त और व्यवहार - अर्जुन तिवारी
- समाचार पत्र व्यवसाय एवं प्रेस कानून - संजीव भानावत
- आधुनिक विज्ञापन - प्रेमचंद पातंजलि
- विज्ञापन व्यवसाय एवं कला - रामचन्द्र तिवारी
- जनसंपर्क प्रबन्धन - कुमुद शर्मा
- सूचना प्रौद्योगिकी और समाचार पत्र - रवीन्द्र शुक्ल, राजकमल प्रकाशन

सेमेस्टर - III

BH-HIN-CC-301-छायावादोत्तर हिंदी कविता

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

छायावादोत्तर हिंदी कविता से परिचय

पाठ्यक्रम के अपेक्षित परिणाम

- छायावाद के बाद की हिंदी कविता के विविध स्वरों का बोध होगा।
- स्वतंत्रता के बाद के समाज का यथार्थ तथा उसके प्रति लेखकों की सृजनात्मक प्रतिक्रिया ज्ञात होगी।
- समकालीन कविता की काव्य-शैलियों का परिचय प्राप्त होगा।

परीक्षा संबधी निर्देश - प्रश्न पत्र पांच खंडों में विभक्त होगा।

- **व्याख्या खंड** - पाठ्यक्रम में निर्धारित रचनाओं से दो पाठांश दिए जायेंगे। विद्यार्थी को किसी एक की संदर्भ सहित व्याख्या करनी होगी। इसके लिए 10 अंक निर्धारित हैं।
- **पाठ-बोध खंड -** पाठ्यक्रम में निर्धारित रचनाओं से एक पाठांश तथा तत्संबंधी 5 प्रश्न दिए जायेंगे। विद्यार्थी को उस पाठांश के आधार पर उत्तर देने होंगे। इसके लिए 10 अंक निर्धारित हैं।
- **समीक्षात्मक खंड -** पाठ्यक्रम में निर्धारित रचनाकारों के साहित्यिक परिचय, उनके साहित्य की विषयवस्तु, मूल संवेदना व रचना-सौष्ठव संबंधी पांच समीक्षात्मक प्रश्न पूछे जायेंगें। विद्यार्थी को किंही तीन का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघूत्तरी खंड -** निर्धारित पाठ्यक्रम में से सात लघूत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से चार के उत्तर (लगभग 150 शब्दों में) देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ खंड -** निर्धारित समस्त पाठ्यक्रम में से 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। इसके लिए 10 अंक निर्धारित हैं।

निर्धारित कवि व उनकी कविताएं

सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय' - कलगी बाजरे की, यह दीप अकेला

गजानन माधव मुक्तिबोध - भूल गलती, जन जन का चेहरा एक

नागार्जुन - अकाल और उसके बाद, कालिदास

शमशेर बहादुर सिंह - सूना सूना पथ है, उदास झरना, वह सलोना जिस्म

भवानी प्रसाद मिश्र - कहीं नहीं बचे, गीत फरोश

कुँवर नारायण - नचिकेता, कविता

सर्वेश्वरदयाल सक्सेना - देश कागज पर बना नक्शा नहीं होता, हम ले चलेंगे

केदारनाथ सिंह - रचना की आधी रात, फर्क नहीं पड़ता

सहायक पुस्तकें

- मुक्तिबोधः प्रतिनिधि कविताएँ राजकमल प्रकाशन
- केदारनाथ सिहिः प्रतिनिधि कविताएँ राजकमल प्रकाशन
- सर्वेश्वर दयाल सक्सेना- कृष्णदत्त पालीवाल
- कुँवर नारायणः उपस्थिति- सं. यतीन्द्र मिश्र
- साहित्य और समकालीनता - राजेश जोशी
- आधुनिक साहित्य - नंददुलारे वाजपेयी
- निराला - राम विलास शर्मा
- आधुनिक साहित्य की प्रवृत्तियां - नामवर सिंह

BH-HIN-CC-302-भारतीय काव्यशास्त्र

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

भारतीय काव्यशास्त्र से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- भारतीय साहित्य चिंतन के विभिन्न सिद्धातों का ज्ञान।
- भारतीय व पाश्चात्य साहित्य चिंतन में तुलनात्मक समझ की प्रेरणा।
- भारतीय सौंदर्यबोध के सैद्धांतिक व व्यावहारिक पक्षों का ज्ञान
- साहित्य समीक्षा की समझ में अभिवृद्धि

परीक्षा संबधी निर्देश - पाठ्यक्रम चार इकाइयों में विभक्त है। प्रश्न पत्र तीन खंडों में विभक्त होगा।

- **समीक्षात्मक प्रश्न -** निर्धारित पाठ्यक्रम में से 7 समीक्षात्मक प्रश्न पूछे जायेंगे। विद्यार्थी को 4 का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघूत्तरी प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से दस लघूत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से छः के (लगभग 150 शब्दों में) उत्तर देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

पाठ्य विषय

- काव्य लक्षण, काव्य हेतु एवं काव्य प्रयोजन।
- रस सिद्धान्त - रस की अवधारणा, रस निष्पत्ति और साधारणीकरण।
- ध्वनि सिद्धान्त - ध्वनि की अवधारणा, ध्वनि का वर्गीकरण।
- अलंकार सिद्धान्त - अलंकार की अवधारणा, अलंकार और अलंकार्य, अलंकारों का वर्गीकरण
- रीति सिद्धान्त - रीति की अवधारणा, रीति एवं गुण, रीति का वर्गीकरण।
- वक्रोक्ति सिद्धान्त - वक्रोक्ति की अवधारणा, वक्रोक्ति एवं अभिव्यंजनावाद।
- औचित्य सिद्धांत - प्रमुख स्थापनाएं
- हिन्दी काव्यशास्त्र - रीतिकालीन आचार्यों का योगदान,
- आचार्य रामचंद्र शुक्ल की साहित्य संबंधी स्थापनाएं,
- प्रेमचंद की साहित्य संबंधी स्थापनाएं
- मुक्तिबोध की साहित्य संबंधी स्थापनाएं
- रवींद्रनाथ टैगोर की साहित्य संबंधी स्थापनाएं
- हाली की साहित्य संबंधी स्थापनाएं

सन्दर्भ पुस्तकें

- भारतीय काव्यशास्त्र- बलदेव उपाध्याय
- भारतीय काव्यशास्त्र- संपा. उदयभानु सिंह
- काव्य तत्त्व विमर्श- राममूर्ति त्रिपाठी
- भारतीय काव्यशास्त्र- सत्यदेव चौधरी
- काव्यांग दर्पण- डॉ. विजयबहादुर अवस्थी
- रस मीमांसा- रामचंद्र शुक्ल
- रस सिद्धांत- नगेन्द्र
- रस-सिद्धांतः स्वरूप और विश्लेषण- आनंदप्रकाश दीक्षित
- भारतीय काव्यशास्त्र की परंपरा- नगेन्द्र

BH-HIN-CC-303-पाश्चात्य काव्यशास्त्र

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

पाश्चात्य काव्यशास्त्र से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- पाश्चात्य साहित्य चिंतन के विभिन्न सिद्धातों का ज्ञान।
- भारतीय व पाश्चात्य साहित्य चिंतन में तुलनात्मक समझ की प्रेरणा।
- पाश्चात्य समीक्षा पद्धतियों की सैद्धांतिक व व्यावहारिक ज्ञान

परीक्षा संबधी निर्देश - प्रश्न पत्र तीन खंडों में विभक्त होगा।

- **समीक्षात्मक प्रश्न -** निर्धारित पाठ्यक्रम में से 7 समीक्षात्मक प्रश्न पूछे जायेंगे। विद्यार्थी को 4 का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघूत्तरी प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से दस लघूत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से छः के (लगभग 150 शब्दों में) उत्तर देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

पाठ्य विषय

- प्लेटो - काव्य संबंधी मान्यताएँ,
- अरस्तू - अनुकृति एवं विरेचन,
- लोंजाइनस - काव्य में उदात्त की अवधारणा
- वडर्सवर्थ - काव्य भाषा का सिद्धान्त,
- कॉलरिज - कल्पना और फैन्टेसी।
- क्रोचे - अभिव्यंजनावाद।
- टी.एस. एलियट - परम्परा और वैयक्तिक प्रतिभा, निर्वैयक्तिकता का सिद्धान्त
- मैथ्यू ऑरनाल्ड के साहित्य सिद्धांत
- आई.ए. रिचडर्स - मूल्य सिद्धान्त, सम्प्रेषण सिद्धान्त
- मार्क्सवादी समीक्षा,
- मनोविश्लेषणवादी समीक्षा
- यथार्थवाद
- आधुनिकता और उत्तर आधुनिकता

सन्दर्भ पुस्तकें

- पाश्चात्य काव्यशास्त्र की परंपरा- सं. नगेन्द्र, सावित्री सिन्हा
- पाश्चात्य समीक्षाशास्त्रः सिद्धांत और परिदृश्य- सं. नगेन्द्र
- प्लेटो के काव्य-सिद्धांत- निर्मला जैन
- अरस्तू का काव्यशास्त्र- सं. नगेन्द्र
- काव्य के उदात्त तत्त्व(भूमिका)- नगेन्द्र
- साहित्य सिद्धांत(अनूदित)- रेने वेलेक, आस्टिम, वारेन
- पाश्चात्य साहित्य-चिंतन- निर्मला जैन
- पाश्चात्य काव्यशास्त्र- देवेन्द्रनाथ
- संरचनावाद, उत्तरसंरचनावाद एवं प्राच्य काव्यशास्त्र- डॉ. गोपीचन्द नारंग

BH-HIN-SEC-304-रचनात्मक लेखन

क्रेडिट - 2 **कुल अंक-50**

समय- 1.30 घंटे, **परीक्षा अंक - 40, आंतरिक मूल्यांकन - 10**

पाठ्यक्रम का उद्देश्य

रचनात्मक लेखन के सैद्धांतिक व व्यावहारिक पहलुओं से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- विभिन्न विधाओं व रुपों का सैद्धांतिक ज्ञान।
- विभिन्न विधाओं में लेखन क्षमता का विकास।
- रचनात्मक लेखन के विभिन्न तत्वों की जानकारी।

परीक्षा संबधी निर्देश - प्रश्न पत्र तीन खंडों में विभक्त होगा।

- **समीक्षात्मक प्रश्न** - निर्धारित पाठ्यक्रम में से 4 समीक्षात्मक प्रश्न पूछे जायेंगे। विद्यार्थी को 2 का उत्तर देना होगा। प्रत्येक के लिए 8 अंक निर्धारित हैं।
- **लघूत्तरी प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से 4 लघूत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से 2 के उत्तर देने होंगे। प्रत्येक के लिए 4 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 8 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

पाठ्य विषयः

रचनात्मक लेखन: स्वरूप एवं सिद्धांत

- भाव एवं विचार की रचना में रूपांतरण की प्रक्रिया
- विविध अभिव्यक्ति-क्षेत्र: साहित्य, पत्रकारिता, विज्ञापन, विविध गद्य अभिव्यक्तियाँ
- जनभाषा और लोकप्रिय संस्कृति
- लेखन के विविध रूप: मौखिक-लिखित, गद्य-पद्य, कथात्मक-कथेतर, नाटय -पाठय

रचनात्मक लेखन: भाषा-संदर्भ

- अर्थ निर्मिति के आधार: शब्दार्थ-मीमांसा, शब्द के प्राक-प्रयोग, नव्य-प्रयोग
- भाषिक संदर्भ: क्षेत्रीय, वर्ग-सापेक्ष, समूह-सापेक्ष

रचनात्मक लेखन: रचना-कौशल-विश्लेषण

- रचना-सौष्ठव: शब्द-शक्ति, प्रतीक, बिंब, अलंकार और वक्रताएं

विविध विधाओं की आधारभूत संरचनाओं का व्यावहारिक अध्ययन

- कविता: संवेदना, काव्यरूप, भाषा-सौष्ठव, छंद, लय, गति और तुक
- कथासाहित्य: वस्तु, पात्र, परिवेश एवं विमर्श
- नाटयसाहित्य: वस्तु, पात्र, परिवेश एवं रंगकर्म
- विविध गद्य-विधाएँ: निबंध, संस्मरण, व्यंग्य
- बाल साहित्य की आधारभूत संरचना

सूचना-तंत्र के लिए लेखन

- प्रिंट माध्यम: फीचर-लेखन, यात्रा-वृत्तांत, साक्षात्कार, पुस्तक-समीक्षा इलेक्टॉनिक माध्यम: रेडियो, दूरदर्शन, फिल्म पटकथा लेखन, टेलीविजन पटकथा लेखन

सहायक पुस्तकें

- इंटरनेट पत्रकारिता - सुरेश कुमार, तक्षशिला प्रकाशन
- हाइपर टेक्स्ट - वर्चुअल रियलिटी और इंटरनेट - जगदीश्वर चतुर्वेदी, अनामिका प्रकाशन
- फिल्म निर्देशन - कुलदीप सिन्हा
- साहित्य और सिनेमा : अंत संबंध और रूपांतरण - विपुल कुमार
- सिनेमा की सोच - अजय ब्रह्मात्मज
- सिनेमा के बारे में - जावेद अख्तर
- टेलिविजन की कहानी - श्याम कश्यप एवं मुकेश कुमार
- समाचार फीचर लेखन और संपादन कला - प्रो. हरिमोहन
- पत्रकारिता हेतु लेखन - डॉ. निशान्त सिंह, अर्चना पब्लिकेशन
- मीडिया लेखन : सिद्धांत और प्रयोग - मुकेश मानस, स्वराज प्रकाशन
- रेडियो प्रसारण - कौशल शर्मा, प्रतिभा प्रतिष्ठान

BH-HIN-GE-305-संपादन प्रक्रिया और साज सज्जा

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

संपादन प्रक्रिया का ज्ञान।

पाठ्यक्रम के अपेक्षित परिणाम

- समाचारों के सैद्धांतिक व व्यावहारिक पक्षों के ज्ञान में अभिवृद्धि होगी।
- जनसंचार के प्रिंट माध्यमों के लिए संपादन-लेखन की क्षमता विकसित होगी।
- इलेक्ट्रोनिक माध्यमों के लिए संपादन-लेखन की क्षमता विकसित होगी।
- समाचारों के प्रति आलोचनात्मक व खोजी दृष्टि का विकसित होगी

परीक्षा संबधी निर्देश - प्रश्न पत्र तीन खंडों में विभक्त होगा।

- **समीक्षात्मक प्रश्न** - निर्धारित पाठ्यक्रम में से 7 समीक्षात्मक प्रश्न पूछे जायेंगे। विद्यार्थी को 4 का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघूत्तरी प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से 10 लघूत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से 6 के उत्तर (लगभग 150 शब्दों में) देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

पाठ्य विषयः

- सम्पादन: अवधारणा, उद्देश्य, आधारभूत तत्त्व, निष्पक्षता और सामाजिक संदर्भ, समाचार विश्लेषण, सम्पादन-कला के सामान्य सिद्धान्त।
- सम्पादक और उपसम्पादक: योग्यता, दायित्व और महत्त्व।
- समाचार मूल्य, लीड, आमुख, शीर्षक-लेखन आदि प्रत्येक दृष्टि से चयनित सामग्री का मूल्यांकन और सम्पादन। सम्पादन चिहन और वर्तनी पुस्तिका। प्रिंट मीडिया की प्रयोजनपरक शब्दावली।
- सम्पादकीय लेखन: प्रमुख तत्त्व एवं प्रविधि। सम्पादकीय का सामाजिक प्रभाव।
- समाचार पत्र और पत्रिका के विविध स्तम्भों की योजना और उनका सम्पादन। साहित्य और कला जगत की सामग्री के सम्पादन की विशेषताएँ। छायाचित्र, कार्टून , रेखाचित्र, ग्राफिक्स आदि का सम्पादन।
- हिन्दी के राष्ट्रीय और प्रांतीय समाचार पत्रों की भाषा, आंचलिक प्रभाव और वर्तनी की समस्याएँ।

- साज-सज्जा और तैयारी: ग्राफिक्स और आकल्पन के मूलभूत सिद्धान्त। मुद्रण के तरीके, दैनिक समाचार पत्र का पृष्ठ-निर्माण (डमी), पत्रिका की साजसज्जा, रंग-संयोजन।

सहायक पुस्तकें

- संचारभाषा हिन्दी - सूर्यकुमार दीक्षित, लोकभारती प्रकाशन
- पत्रकारिता हेतु लेखन - डॉ. निशान्त सिंह, अर्चना पब्लिकेशन
- मीडिया लेखन : सिद्धांत और प्रयोग - मुकेश मानस, स्वराज प्रकाशन
- पटकथा लेखन - मनोहरश्याम जोशी
- पटकथा लेखन - मन्नू भंडारी
- आकाशवाणी समाचार की दुनियाँ - संजय कुमार
- समाचार फ़ीचर लेखन एवं संपादन कला - प्रो. हरिमोहन
- प्रयोजनमूलक हिन्दी - विनोद गोदारे
- प्रयोजनमूलक हिन्दी : सिद्धांत और प्रयोग - दंगल झाल्टे
- प्रालेखन प्रारूप - शिवनाराय चतुर्वेदी, वाणी प्रकाशन

सेमेस्टर - IV

BH-HIN-CC-401-भाषा विज्ञान और हिंदी भाषा

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

हिंदी भाषा व भाषा विज्ञान से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- हिंदी भाषा की संरचना व स्वरूप का त्ज्ञान।
- हिंदी भाषा के विविध रुपों व प्रयोगों का ज्ञान।
- भाषा विज्ञान के सिद्धांतों व व्यावहारिक पक्षों का ज्ञान।
- भाषा के बदलाव की दिशाएं व कारणों का बोध।

परीक्षा संबधी निर्देश - पाठ्यक्रम चार इकाइयों में विभक्त है। प्रश्न पत्र तीन खंडों में विभक्त होगा।

- **समीक्षात्मक प्रश्न -** निर्धारित पाठ्यक्रम की चारों इकाइयों में से आंतरिक विकल्प सहित एक-एक समीक्षात्मक प्रश्न पूछा जाएगा। विद्यार्थी को प्रत्येक का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघूत्तरी प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से दस लघूत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से छः के (लगभग 150 शब्दों में) उत्तर देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

पाठ्य विषय

इकाई 1-

- भाषा: परिभाषा, विशेषताएँ, भाषा परिवर्तन के कारण, भाषा और बोली।
- भाषा विज्ञान का स्वरूप, भाषा विज्ञान का ज्ञान की अन्य शाखाओं से संबंध।

इकाई 2-

- स्वनिम विज्ञान: परिभाषा, स्वनों का वर्गीकरण - स्थान और प्रयत्न के आधार पर। स्वन परिवर्तन के कारण।
- रूपिम विज्ञान - शब्द और रूप (पद), पद विभाग - नाम, आख्यात, उपसर्ग और निपात।

इकाई 3-

- वाक्य विज्ञान - वाक्य की परिभाषा, वाक्य के अनिवार्य तत्त्व, वाक्य के प्रकार, वाक्य परिवर्तन के कारण।
- अर्थ विज्ञान - शब्द और अर्थ का संबंध, अर्थ परिवर्तन के कारण और दिशाएँ।

इकाई 4-

- हिंदी भाषा और उसकी बोलियां-उपबोलियां।
- खड़ी बोली की सामान्य विशेषताएँ।
- हिंदी भाषा के विविध रूप - राष्ट्रभाषा, राजभाषा, सम्पर्क भाषा।
- हिंदी की संविधानिक स्थिति।
- देवनागरी लिपि का मानकीकरण

सन्दर्भ पुस्तकें

- हिन्दी भाषा का संक्षिप्त इतिहास- भोलानाथ तिवारी
- भाषाशास्त्र की रूपरेखा- उदय नारायण तिवारी
- भाषा(हिन्दी अनुवाद)- लैनर्ड ब्लूम फील्ड
- भाषा विज्ञान- भोलानाथ तिवारी
- हिंदी भाषा का इतिहास- धीरेंद्र वर्मा
- हिंदी भाषाः स्वरूप और विकास- कैलाशचंद्र भाटिया
- हिंदी शब्दानुशासन - कामता प्रसाद गुरु
- हिन्दी भाषा संरचना के विविध आयाम- रवींद्रनाथ श्रीवास्तव

BH-HIN-CC-402-हिंदी उपन्यास

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

हिंदी उपन्यास से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- हिंदी गद्य की उपन्यास विधा से परिचित होंगे।
- उपन्यास विधा की विशिष्टता की समझ बढ़ेगी।
- हिंदी उपन्यासों के माध्यम से समाज के यथार्थ की आलोचनात्मक समझ बनेगी।
- सामाजिक समस्याओं के प्रति संवेदनशीलता बढ़ेगी।

परीक्षा संबधी निर्देश - प्रश्न पत्र पांच खंडों में विभक्त होगा।

- **व्याख्या खंड** - पाठ्यक्रम में निर्धारित रचनाओं से दो पाठांश दिए जायेंगे। विद्यार्थी को किसी एक की संदर्भ सहित व्याख्या करनी होगी। इसके लिए 10 अंक निर्धारित हैं।
- **पाठ-बोध खंड -** पाठ्यक्रम में निर्धारित रचनाओं से एक पाठांश तथा तत्संबंधी 5 प्रश्न दिए जायेंगे। विद्यार्थी को उस पाठांश के आधार पर उत्तर देने होंगे। इसके लिए 10 अंक निर्धारित हैं।
- **समीक्षात्मक खंड -** पाठ्यक्रम में निर्धारित रचनाकारों के साहित्यिक परिचय, उनके साहित्य की विषयवस्तु, मूल संवेदना व रचना-सौष्ठव संबंधी पांच समीक्षात्मक प्रश्न पूछे जायेंगें। विद्यार्थी को किंही तीन का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघूत्तरी खंड -** निर्धारित पाठ्यक्रम में से सात लघूत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से चार के उत्तर (लगभग 150 शब्दों में) देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ खंड -** निर्धारित समस्त पाठ्यक्रम में से 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। इसके लिए 10 अंक निर्धारित हैं।

निर्धारित रचनाएं

- गबन - प्रेमचंद
- त्यागपत्र - जैनेन्द्र कुमार
- महाभोज - मन्नू भंडारी

सन्दर्भ पुस्तकें

- उपन्यास के सिद्धांत- जार्ज लुकाच
- उपन्यास और लोक जीवन- रॉल्फ फॉक्स
- हिन्दी उपन्यास का इतिहास- गोपाल राय
- आज का हिन्दी उपन्यास- इन्द्रनाथ मदान
- हिन्दी उपन्यासः पहचान और परख- इन्द्रनाथ मदान
- हिन्दी उपन्यासः एक अंर्तयात्रा- रामदरश मिश्र

BH-HIN-CC-403-हिंदी कहानी

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

हिंदी गद्य की कहानी विधा से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- हिंदी गद्य की कहानी विधा से परिचित होंगे।
- कहानी विधा की विशिष्टता की समझ बढ़ेगी।
- हिंदी गद्यकारों की रचनाओं के माध्यम से समाज के यथार्थ की आलोचनात्मक समझ बनेगी।
- सामाजिक समस्याओं के प्रति संवेदनशीलता बढ़ेगी।

परीक्षा संबधी निर्देश - प्रश्न पत्र पांच खंडों में विभक्त होगा।

- **व्याख्या खंड** - पाठ्यक्रम में निर्धारित रचनाओं से दो पाठांश दिए जायेंगे। विद्यार्थी को किसी एक की संदर्भ सहित व्याख्या करनी होगी। इसके लिए 10 अंक निर्धारित हैं।
- **पाठ-बोध खंड -** पाठ्यक्रम में निर्धारित रचनाओं से एक पाठांश तथा तत्संबंधी 5 प्रश्न दिए जायेंगे। विद्यार्थी को उस पाठांश के आधार पर उत्तर देने होंगे। इसके लिए 10 अंक निर्धारित हैं।
- **समीक्षात्मक खंड -** पाठ्यक्रम में निर्धारित रचनाकारों के साहित्यिक परिचय, उनके साहित्य की विषयवस्तु, मूल संवेदना व रचना-सौष्ठव संबंधी पांच समीक्षात्मक प्रश्न पूछे जायेंगें। विद्यार्थी को किंही तीन का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघूत्तरी खंड -** निर्धारित पाठ्यक्रम में से सात लघूत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से चार के उत्तर (लगभग 150 शब्दों में) देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ खंड -** निर्धारित समस्त पाठ्यक्रम में से 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। इसके लिए 10 अंक निर्धारित हैं।

निर्धारित रचनाएं

- उसने कहा था: चंद्रधर शर्मा गुलेरी
- पूस की रात: प्रेमचंद
- आकाशदीप: जयशंकर प्रसाद
- हार की जीत: सुदर्शन
- पाजेब: जैनेन्द्र कुमार

- तीसरी कसम: फणीश्वरनाथ 'रेणु'
- मलबे का मालिक: मोहन राकेश
- परिन्दे: निर्मल वर्मा
- दोपहर का भोजन: अमरकांत
- सिक्का बदल गया: कृष्णा सोबती
- पिता: ज्ञानरंजन

सहायक पुस्तकें

- कहानी : नयी कहानी - नामवर सिंह, राजकमल प्रकाशन
- हिन्दी कहानी का पहला दशक - भवदेय पांडेय
- हिन्दी कहानी का विकास - मधुरेश
- एक दुनियाँ समानान्तर (भूमिका) - राजेन्द्र यादव
- हिन्दी कहानी का इतिहास - गोपाल राय
- नई कहानी की भूमिका - कमलेश्वर
- हिन्दी कहानी : एक अंतरंग पहचान - रामदरश मिश्र
- कहानी : प्रवृत्ति और विश्लेषण - सुरेन्द्र उपाध्याय

BH-HIN-SEC-404-अनुवादः सिद्धांत और प्रविधि

क्रेडिट - 2 **कुल अंक-50**

समय-1.30 घंटे, **परीक्षा अंक - 40, आंतरिक मूल्यांकन - 10**

पाठ्यक्रम का उद्देश्य

अनुवाद के सैद्धांतिक व व्यावहारिक पहलुओं से परिचित करवाना।

पाठ्यक्रम से अपेक्षित परिणाम

- अनुवाद के सैद्धांतिक व व्यवहारिक पहलुओं से परिचय।
- विभिन्न विषयों का अनुवाद करने में सक्षम।
- भाषा प्रयोग की दक्षता में अभिवृद्धि।
- शासन-प्रशासन के कार्यों को करने में दक्षता।

परीक्षा संबधी निर्देश - प्रश्न पत्र तीन खंडों में विभक्त होगा।

- **समीक्षात्मक प्रश्न** - निर्धारित पाठ्यक्रम में से 4 समीक्षात्मक प्रश्न पूछे जायेंगे। विद्यार्थी को 2 का उत्तर देना होगा। प्रत्येक के लिए 8 अंक निर्धारित हैं।
- **लघूत्तरी प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से 4 लघूत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से 2 के उत्तर देने होंगे। प्रत्येक के लिए 4 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 8 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

पाठ्य विषयः

- अनुवाद का अर्थ, स्वरूप एवं प्रकृति। अनुवाद कार्य की आवश्यकता एवं महत्त्व। बहुभाषी समाज में परिवर्तन तथा बौद्धिक-सांस्कृतिक आदान-प्रदान में अनुवाद कार्य की भूमिका।
- अनुवाद के प्रकार: शाब्दिक अनुवाद, भावानुवाद, छायानुवाद एवं सारानुवाद। अनुवाद-प्रक्रिया के तीन चरण- विश्लेषण, अंतरण एवं पुनर्गठन। अनुवाद की भूमिका के तीन पक्ष - पाठक की भूमिका (अर्थग्रहण की) द्विभाषिक की भूमिका (अर्थांतरण की प्रक्रिया) एवं रचयिता की भूमिका (अर्थसम्प्रेषण की प्रक्रिया)
- सर्जनात्मक साहित्य के अनुवाद की अपेक्षाएं। सर्जनात्मक साहित्य के अनुवाद और तकनीकी अनुवाद में अन्तर। गद्यानुवाद एवं काव्यानुवाद में संरचनात्मक भेद।
- किन्हीं दो अनूदित कृतियों का समीक्षात्मक अध्ययन।
  क. 'गीतांजलि' का हिन्दी अनुवाद - हंस कुमार तिवारी
  ख. आचार्य रामचन्द्र शुक्ल द्वारा हिन्दी में किया गया भावानुवाद 'विश्वप्रपंच की भूमिका'।

- कार्यालयी अनुवाद: राजभाषा नीति की अनुपालना में धारा 3(3) के अन्तर्गत निर्धारित दस्तावेज का अनुवाद। शासकीय पत्र/अर्धशासकीय पत्र/परिपत्र (सर्कुलर)/ज्ञापन (प्रजेंटेशन)/कार्यालय आदेश / अधिसूचना/संकल्प-प्रस्ताव (रेज्योलूशन)/ निविदा-संविदा/ विज्ञापन।
- पारिभाषिक शब्दावली के निर्माण के सिद्धान्त, कार्यालय, प्रशासन विधि, मानविकी बैंक एवं रेलवे में प्रयुक्त होने वाले प्रमुख पारिभाषिक शब्दावली तथा प्रमुख वाक्यांश के अंग्रेजी तथा हिन्दी रूप।

सहायक पुस्तकें

- अनुवाद कला - डॉ. एन. ई. विश्वनाथ अय्यर
- अनुवाद का भाषिक सिद्धांत - जे. सी. कैटफोर्ड
- अनुवाद विज्ञान : सिद्धांत और अनुप्रयोग - नगेन्द्र
- अनुवाद : सिद्धांत और प्रयोग - जी. गोपीनाथन
- वैज्ञानिक साहित्य के अनुवाद की समस्याएं - भोलानाथ तिवारी
- पश्चिम में अनुवाद कला के मूल स्त्रोत - डॉ. गार्गी गुप्त, विश्वनाथ गुप्त
- अनुवाद विज्ञान की भूमिका - कृष्णकुमार गोस्वामी

BH-HIN-GE-405-आधुनिक भारतीय कविता

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

भारतीय भाषाओं की कविता व कवियों से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- भारतीय कविता की अवधारणा की समझ
- भारतीय भाषाओं के प्रमुख कवियों की कविताओं की समझ।
- भारतीय संस्कृति के लगाव, राष्ट्रीय एकता व अंखडता की भावना का विकास।
- साहित्य के तुलनात्मक अध्ययन की दृष्टि का विकास

परीक्षा संबधी निर्देश - प्रश्न पत्र पांच खंडों में विभक्त होगा।

- **व्याख्या खंड** - पाठ्यक्रम में निर्धारित रचनाओं से दो पाठांश दिए जायेंगे। विद्यार्थी को किसी एक की संदर्भ सहित व्याख्या करनी होगी। इसके लिए 10 अंक निर्धारित हैं।
- **पाठ-बोध खंड -** पाठ्यक्रम में निर्धारित रचनाओं से एक पाठांश तथा तत्संबंधी 5 प्रश्न दिए जायेंगे। विद्यार्थी को उस पाठांश के आधार पर उत्तर देने होंगे। इसके लिए 10 अंक निर्धारित हैं।
- **समीक्षात्मक खंड -** पाठ्यक्रम में निर्धारित रचनाकारों के साहित्यिक परिचय, उनके साहित्य की विषयवस्तु, मूल संवेदना व रचना-सौष्ठव संबंधी पांच समीक्षात्मक प्रश्न पूछे जायेंगे। विद्यार्थी को किंही तीन का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघूत्तरी खंड -** निर्धारित पाठ्यक्रम में से सात लघूत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से चार के उत्तर (लगभग 150 शब्दों में) देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ खंड -** निर्धारित समस्त पाठ्यक्रम में से 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगे। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। इसके लिए 10 अंक निर्धारित हैं।

निम्नलिखित कवियों की पाँच-पाँच कविताएँ

हिंदी

- निराला
- मुक्तिबोध

उर्दू

- गालिब
- हाली

पंजाबी

- लालसिंह दिल
- सुरजीत पातर

बांग्ला

- रवीन्द्रनाथ ठाकुर
- काज़ी ऩजरुल इस्लाम

सहायक पुस्तकें

- भारतीय साहित्य :स्थापनाएं और प्रस्तावनाएं - के. सच्चिदानंद
- भारतीय साहित्य की भूमिका - डॉ. रामविलास शर्मा
- भारतीय साहित्य - डॉ. राम छबीला त्रिपाठी
- भारतीय साहित्य - डॉ. नगेन्द्र
- भारतीय साहित्य - डॉ. मूलचन्द गौतम
- भारतीय साहित्य - भोलाशंकर व्यास
- परंपरा का मूल्यांकन - रामविलास शर्मा
- संस्कृति के चार अध्याय - रामधारी सिंह दिनकर

सेमेस्टर - V

BH-HIN-CC-501-हिंदी नाटक एवं एकांकी हिंदी

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

हिंदी नाटक व एकांकी से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- हिंदी नाटक साहित्य के बारे में ज्ञान।
- हिंदी नाटक साहित्य के विभिन्न हस्ताक्षरों के साहित्य से परिचय व आलोचनात्मक नाट्य बोध का विकास।
- एंकाकी के विभिन्न स्वरों व सरोकारों का ज्ञान।
- नाटक व एकांकी लेखन व मंचन में रुचि व क्षमता का विकास।

परीक्षा संबधी निर्देश - प्रश्न पत्र पांच खंडों में विभक्त होगा।

- **व्याख्या खंड** - पाठ्यक्रम में निर्धारित रचनाओं से दो पाठांश दिए जायेंगे। विद्यार्थी को किसी एक की संदर्भ सहित व्याख्या करनी होगी। इसके लिए 10 अंक निर्धारित हैं।
- **पाठ-बोध खंड -** पाठ्यक्रम में निर्धारित रचनाओं से एक पाठांश तथा तत्संबंधी 5 प्रश्न दिए जायेंगे। विद्यार्थी को उस पाठांश के आधार पर उत्तर देने होंगे। इसके लिए 10 अंक निर्धारित हैं।
- **समीक्षात्मक खंड -** पाठ्यक्रम में निर्धारित रचनाकारों के साहित्यिक परिचय, उनके साहित्य की विषयवस्तु, मूल संवेदना व रचना-सौष्ठव संबंधी पांच समीक्षात्मक प्रश्न पूछे जायेंगें। विद्यार्थी को किंही तीन का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघूत्तरी खंड -** निर्धारित पाठ्यक्रम में से सात लघूत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से चार के उत्तर (लगभग 150 शब्दों में) देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ खंड -** निर्धारित समस्त पाठ्यक्रम में से 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। इसके लिए 10 अंक निर्धारित हैं।

निर्धारित रचनाएं

नाटक

- अंधेर नगरी - भारतेंदु हरिश्चन्द्र
- माधवी - भीष्म साहनी

एकांकी

- औरंगजेब की आखिरी रात: रामकुमार वर्मा
- भोर का तारा: जगदीशचंद्र माथुर

सन्दर्भ पुस्तकें

- हिन्दी नाटकः उद्भव और विकास- डॉ दशरथ ओझा
- हिन्दी नाटक का आत्मसंघर्ष- गिरीश रस्तोगी
- हिन्दी एकांकी- सिद्धनाथ कुमार
- हिन्दी नाटक - बच्चन सिंह
- हिन्दी नाटक का आत्मसंघर्ष - गिरीश रस्तोगी
- आधुनिक भारतीय नाट्य विमर्श - जयदेव तनेजा
- रंग दर्शन - नेमिचन्द्र जैन
- रंगमंच के सिद्धांत - सं. महेश आनन्द, देवेन्द्रराज अंकुर

BH-HIN-CC-502-हिंदी निबंध एवं अन्य गद्य विधाएं

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

हिंदी निबंध व अन्य गद्य विधाओं से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- हिंदी निबंध के स्वरूप व विकास की जानकारी।
- रेखाचित्र व संस्मरण आदि विधाओं के साहित्य की जानकारी।
- वैचारिक व आलोचनात्मक दृष्टि का विकास।
- विभिन्न शैलियों के निबंध लेखन की योग्यता व क्षमता का विकास।

परीक्षा संबधी निर्देश - प्रश्न पत्र पांच खंडों में विभक्त होगा।

- **व्याख्या खंड** - पाठ्यक्रम में निर्धारित रचनाओं से दो पाठांश दिए जायेंगे। विद्यार्थी को किसी एक की संदर्भ सहित व्याख्या करनी होगी। इसके लिए 10 अंक निर्धारित हैं।
- **पाठ-बोध खंड -** पाठ्यक्रम में निर्धारित रचनाओं से एक पाठांश तथा तत्संबंधी 5 प्रश्न दिए जायेंगे। विद्यार्थी को उस पाठांश के आधार पर उत्तर देने होंगे। इसके लिए 10 अंक निर्धारित हैं।
- **समीक्षात्मक खंड -** पाठ्यक्रम में निर्धारित रचनाकारों के साहित्यिक परिचय, उनके साहित्य की विषयवस्तु, मूल संवेदना व रचना-सौष्ठव संबंधी पांच समीक्षात्मक प्रश्न पूछे जायेंगें। विद्यार्थी को किंही तीन का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघूत्तरी खंड -** निर्धारित पाठ्यक्रम में से सात लघूत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से चार के उत्तर (लगभग 150 शब्दों में) देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ खंड -** निर्धारित समस्त पाठ्यक्रम में से 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। इसके लिए 10 अंक निर्धारित हैं।

निर्धारित रचनाएं

निबंध

- सरदार पूर्ण सिंह- मजदूरी और प्रेम
- रामचन्द्र शुक्ल - करुणा
- हजारी प्रसाद द्विवेदी - देवदारु
- कुबेरनाथ राय - एक महाकाव्य का जन्म
- शिवपूजन सहाय - महाकवि जयशंकर प्रसाद

- डा. नगेंद्र - दादा स्वर्गीय बालकृष्ण शर्मा 'नवीन'
- रामवृक्ष बेनीपुरी - रजिया
- माखनलाल चतुर्वेदी - तुम्हारी स्मृति

संदर्भ पुस्तकें

- वाङ्मय विमर्श - आचार्य विश्वनाथ प्रसाद मिश्र
- साहित्यिक विधाएँ : रूपात्मक विकास - डॉ. बैजनाथ सिंहल
- आत्मकथा की संस्कृति - पंकज चतुर्वेदी
- आत्मकथा और उपन्यास - ज्ञानेन्द्र कुमार, सन्तोष
- हिन्दी गद्य का इतिहास - रामचन्द्र तिवारी
- आधुनिक हिन्दी गद्य साहित्य का विकास और विश्लेषण - विजयमोहन सिंह
- हिन्दी साहित्य का दूसरा इतिहास - बच्चन सिंह

BH-HIN-DSE-503-राष्ट्रीय काव्यधारा

क्रेडिट - 2 **कुल अंक-80**

समय-1.30 घंटे, **परीक्षा अंक - 40, आंतरिक मूल्यांकन - 10**

पाठ्यक्रम का उद्देश्य

राष्ट्रीय काव्यधारा से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- हिंदी की राष्ट्रीय काव्यधारा व उसके सरोकारों का ज्ञान।
- हिंदी के राष्ट्रीय धारा के साहित्य से परिचय।
- हिंदी के साहित्य की राष्ट्रीय चेतना व साहित्य का राष्ट्रीय आंदोलन में योगदान।
- राष्ट्रीय भावना का विकास व स्वतंत्रता आंदोलन की समझ।

परीक्षा संबधी निर्देश - प्रश्न पत्र पांच खंडों में विभक्त होगा।

- **व्याख्या खंड** - पाठ्यक्रम में निर्धारित रचनाओं से दो पाठांश दिए जायेंगे। विद्यार्थी को किसी एक की संदर्भ सहित व्याख्या करनी होगी। इसके लिए 10 अंक निर्धारित हैं।
- **पाठ-बोध खंड -** पाठ्यक्रम में निर्धारित रचनाओं से एक पाठांश तथा तत्संबंधी 5 प्रश्न दिए जायेंगे। विद्यार्थी को उस पाठांश के आधार पर उत्तर देने होंगे। इसके लिए 10 अंक निर्धारित हैं।
- **समीक्षात्मक खंड -** पाठ्यक्रम में निर्धारित रचनाकारों के साहित्यिक परिचय, उनके साहित्य की विषयवस्तु, मूल संवेदना व रचना-सौष्ठव संबंधी पांच समीक्षात्मक प्रश्न पूछे जायेंगें। विद्यार्थी को किंही तीन का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघूत्तरी खंड -** निर्धारित पाठ्यक्रम में से सात लघूत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से चार के उत्तर (लगभग 150 शब्दों में) देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ खंड -** निर्धारित समस्त पाठ्यक्रम में से 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। इसके लिए 10 अंक निर्धारित हैं।

निम्नलिखित कवियों की पाँच-पाँच कविताएँ

- मैथिलीशरण गुप्त
- माखनलाल चतुर्वेदी
- सोहनलाल द्विवेदी
- बालकृष्ण शर्मा 'नवीन'
- रामधारी सिंह 'दिनकर'

सहायक पुस्तकें

- राष्ट्रवाद और हिन्दी साहित्य - डॉ. राजकुमार पाण्डेय
- राष्ट्रवाद - रवीन्द्रनाथ टैगोर
- राष्ट्रवाद, भारतीयता और पत्रकारिता - प्रो. संजय द्विवेदी
- हिन्दी की साहित्यिक संस्कृति और भारतीय आधुनिकता - डॉ. राजकुमार
- हिन्दी कविता का अतीत और वर्तमान - मैनेजर पाण्डेय
- कविता में बँटवारा - रामकुमार कृषक
- आधुनिक हिन्दी कविता में विचार - डॉ. बलदेव वंशी
- आधुनिक कविता का पुनर्पाठ - करूणाशंकर उपाध्याय

BH-HIN-DSE-504-प्रेमचंद

क्रेडिट - 2 **कुल अंक-80**

समय-1.30 घंटे, **परीक्षा अंक - 40, आंतरिक मूल्यांकन - 10**

पाठ्यक्रम का उद्देश्य

प्रेमचंद के साहित्य से परिचय

पाठ्यक्रम के अपेक्षित परिणाम

- प्रेमचंद द्वारा विभिन्न विधाओं में रचित साहित्य का परिचय।
- प्रेमचंद के साहित्यिक-सांस्कृतिक सरोकारों का ज्ञान।
- प्रेमचंद के हिंदी साहित्य पर प्रभाव का ज्ञान।
- साहित्य अध्ययन की आलोचनात्मक दृष्टि का विकास।

परीक्षा संबधी निर्देश - प्रश्न पत्र पांच खंडों में विभक्त होगा।

- **व्याख्या खंड** - पाठ्यक्रम में निर्धारित रचनाओं से दो पाठांश दिए जायेंगे। विद्यार्थी को किसी एक की संदर्भ सहित व्याख्या करनी होगी। इसके लिए 10 अंक निर्धारित हैं।
- **पाठ-बोध खंड -** पाठ्यक्रम में निर्धारित रचनाओं से एक पाठांश तथा तत्संबंधी 5 प्रश्न दिए जायेंगे। विद्यार्थी को उस पाठांश के आधार पर उत्तर देने होंगे। इसके लिए 10 अंक निर्धारित हैं।
- **समीक्षात्मक खंड -** पाठ्यक्रम में निर्धारित रचनाओं का परिचय, विषयवस्तु, मूल संवेदना व रचना-सौष्ठव संबंधी पांच समीक्षात्मक प्रश्न पूछे जायेंगें। विद्यार्थी को किंही तीन का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघूत्तरी खंड -** निर्धारित पाठ्यक्रम में से सात लघूत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से चार के उत्तर (लगभग 150 शब्दों में) देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ खंड -** निर्धारित समस्त पाठ्यक्रम में से 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। इसके लिए 10 अंक निर्धारित हैं।

पाठ्य विषयः

- उपन्यास - सेवासदन
- नाटक - कर्बला
- निबंध - साहित्य का उद्देश्य, बच्चों को स्वाधीन करो,
- कहानियाँ - पूस की रात, ठाकुर का कुआं, शतरंज के खिलाड़ी, पंच परमेश्वर, ईदगाह, दो बैलों की कथा।

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- प्रेमचंद : साहित्यिक विवेचन - नंददुलारे वाजपेयी, लोकभारती प्रकाशन

BH-HIN-GE-505-सर्जनात्मक लेखन के विविध क्षेत्र

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

सर्जनात्मक लेखन के विविध आयामों से परिचय

पाठ्यक्रम के अपेक्षित परिणाम

- सर्जनात्मक लेखन की विविध विधाओं के सैद्धांतिक व व्यावहारिक पक्षों का ज्ञान।
- प्रिंट माध्यमों के लिए रचनात्मक लेखन क्षमता का विकास।
- दृश्य-श्रव्य माध्यमों के लिए लेखन की क्षमता का विकास।
- इंटरनेट व सामाजिक माध्यमों के लेखन के प्रति आलोचनात्मक दृष्टि का विकास

परीक्षा संबधी निर्देश - प्रश्न पत्र तीन खंडों में विभक्त होगा।

- **समीक्षात्मक प्रश्न** - निर्धारित पाठ्यक्रम में से 7 समीक्षात्मक प्रश्न पूछे जायेंगे। विद्यार्थी को 4 का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघूत्तरी प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से 10 लघूत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से 6 के उत्तर (लगभग 150 शब्दों में) देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

पाठ्य विषयः

- रिपोर्ताज़: अर्थ, स्वरूप, रिपोर्ताज एवं अन्य गद्य रूप, रिपोर्ताज और फीचर लेखन-प्रविधि।
- फीचर लेखन: विषय-चयन, सामग्री-निर्धारण, लेखन-प्रविधि। सामाजिक, आर्थिक, सांस्कृतिक, विज्ञान, पर्यावरण, खेलकूद से सम्बद्ध विषयों पर फीचर लेखन।
- साक्षात्कार (इण्टरव्यू/भेंटवार्ता): उद्देश्य, प्रकार, साक्षात्कार-प्रविधि, महॅव।
- स्तंभ लेखन: समाचार पत्र के विविध स्तंभ, स्तंभ लेखन की विशेषताएँ, समाचार पत्र और सावधि पत्रिकाओं के लिए समसामयिक, ज्ञानवर्धक और मनोरंजक सामग्री का लेखन। सप्ताहांत अतिरिक्त सामग्री और परिशिष्ट।
- दृश्य-सामग्री (छायाचित्र, कार्टून, रेखाचित्र, ग्राफिक्स आदि) से सम्बन्धित लेखन।
- बाजार, खेलकूद, फिल्म, पुस्तक और कला समीक्षा।
- आर्थिक पत्रकारिता, खेल पत्रकारिता, ग्रामीण और विकास पत्रकारिता, फोटो पत्रकारिता।

सहायक पुस्तकें

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- जनसंचार माध्यमों का मायालोक- नॉम चॉम्स्की
- संस्कृति उद्योग- टी. डब्ल्यू एडोर्नो
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सेमेस्टर - VI

BH-HIN-CC-601-हिंदी की साहित्यिक पत्रकारिता

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

हिंदी की साहित्यिक पत्रकारिता से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- हिंदी की साहित्यिक पत्रकारिता के विकास, नवजागरण व राष्ट्रीय आंदोलन में पत्रकारिता के योगदान की जानकारी।
- हिंदी के विभिन्न पाहित्यिक पत्रकारों व उनकी विशिष्टिताओं की जानकारी।
- हिंदी पत्रकारी के सरोकारों व मूल्यों की जानकारी।
- साहित्यिक पत्रकारिता में रुचि व दक्षता का विकास

परीक्षा संबधी निर्देश - पाठ्यक्रम चार इकाइयों में विभक्त है। प्रश्न पत्र तीन खंडों में विभक्त होगा।

- **समीक्षात्मक प्रश्न -** निर्धारित पाठ्यक्रम में से 7 समीक्षात्मक प्रश्न पूछे जायेंगे। विद्यार्थी को 4 का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघूत्तरी प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से दस लघूत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से छः के (लगभग 150 शब्दों में) उत्तर देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

पाठ्य विषय

- साहित्यिक पत्रकारिताः अर्थ, अवधारणा और महत्त्व।
- भारतेन्दुयुगीन साहित्यिक पत्रकारिता: परिचय और प्रवृत्तियाँ।
- द्विवेदीयुगीन साहित्यिक पत्रकारिता: परिचय और प्रवृत्तियाँ।
- प्रेमचंद और छायावादयुगीन साहित्यिक पत्रकारिता: परिचय और प्रवृत्तियाँ।
- स्वातंत्र्योत्तर साहित्यिक पत्रकारिता: परिचय और प्रवृत्तियाँ।
- समकालीन साहित्यिक पत्रकारिता: परिचय और प्रवृत्तियाँ।
- साहित्यिक पत्रकारिता में अनुवाद की भूमिका।
- महत्वपूर्ण पत्र-पत्रिकाएँ: बनारस अखबार, भारत मित्र, हिन्दी प्रदीप, स्वेदश, प्रताप, कर्मवीर, जनसत्ता, हंस, कथादेश व हरियाणा की साहित्यिक पत्रिकाएं

संदर्भ पुस्तकें

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- पत्रकारिता के विविध संदर्भ- डॉ. वशीधर लाल
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BH-HIN-CC-602-प्रयोजनमूलक हिंदी

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

प्रयोजनमूलक हिंदी भाषा की जानकारी देना। संविधान में भाषा संबंधी प्रावधानों की जानकारी देना। विभिन्न कार्यालयों की जरूरतों को पहचानना।

पाठ्यक्रम के संभावित परिणाम

- हिंदी भाषा में कार्यालयी कार्य करने का ज्ञान होगा।
- संविधान में भाषा संबंधी प्रावधानों को जान सकेंगे।
- शासन-प्रशासन के कार्यों को हिंदी भाषा में करने की दक्षता।
- बैंक, विधि, वाणिज्य संबंधी कार्यों में दक्षता।

परीक्षा संबधी निर्देश - पाठ्यक्रम चार इकाइयों में विभक्त है। प्रश्न पत्र तीन खंडों में विभक्त होगा।

- **समीक्षात्मक प्रश्न -** निर्धारित पाठ्यक्रम में से 7 समीक्षात्मक प्रश्न पूछे जायेंगे। विद्यार्थी को 4 का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघूत्तरी प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से दस लघूत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से छः के (लगभग 150 शब्दों में) उत्तर देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

पाठ्य विषय

- मातृभाषा हिंदी, सम्पर्क भाषा,
- राजभाषा के रूप में हिंदी, बोलचाल की हिंदी, संविधान में हिंदी।
- हिन्दी की शैलियाँ: हिन्दी, उर्दू और हिन्दुस्तानी।
- हिन्दी भाषा का विकास,
- हिन्दी का मानकीकरण।
- हिन्दी के प्रयोग क्षेत्र: भाषा प्रयुक्ति की संकल्पना, वार्ता-प्रकार और शैली।
- प्रयोजनमूलक हिन्दी के प्रमुख प्रकार: कार्यालयी हिन्दी और उसके प्रमुख लक्षण,
- वैज्ञानिक हिन्दी और उसके प्रमुख लक्षण,
- व्यावसायिक हिन्दी और उसके लक्षण,
- संचार माध्यम (आकाशवाणी, दूरदर्शन, चलचित्र) की हिन्दी और उसके प्रमुख लक्षण।
- भाषा व्यवहार: सरकारी पत्राचार,
- टिप्पणी तथा मसौदा-लेखन,
- सरकारी अथवा व्यावसायिक पत्र-लेखन।
- हिन्दी में पारिभाषिक शब्द निर्माण प्रक्रिया एवं प्रस्तुति।

सन्दर्भ पुस्तकें

- प्रयोजनमूलक हिन्दीः सिद्धांत और प्रयुक्ति- डॉ. जितेन्द्र कुमार सिंह
- प्रयोजनमूलक हिन्दी- विनोद गोदारे
- प्रयोजनमूलक हिन्दी- दंगल झाल्टे
- प्रयोजनमूलक हिन्दी- डॉ. माधव सोन टक्के
- प्रयोजनमूलक हिन्दी की नयी भूमिका- कैलाशनाथ पाण्डेय
- प्रयोजनमूलक हिन्दी- प्रो. रमेश जैन
- राजभाषा सहायिका- अवधेश मोहन गुप्त

BH-HIN-DSE-603-अस्मितामूलक विमर्श और हिंदी साहित्य

क्रेडिट - 2 **कुल अंक-80**

समय-1.30 घंटे, **परीक्षा अंक - 40, आंतरिक मूल्यांकन - 10**

पाठ्यक्रम का उद्देश्य

अस्मितामूलक विमर्श और साहित्य से परिचय

पाठ्यक्रम के अपेक्षित परिणाम

- दलित विमर्श व साहित्य के सैद्धांतिक व सौंदर्यात्मक पहलुओं के विविध आयामों की समझ।
- स्त्री विमर्श व साहित्य के सैद्धांतिक व सौंदर्यात्मक पहलुओं के विविध आयामों की समझ।
- आदिवासी विमर्श व साहित्य के सैद्धांतिक व सौंदर्यात्मक पहलुओं के विविध आयामों की समझ।
- दलित, स्त्री व आदिवासी विभिन्न विधाओं में रचित साहित्य से परिचय।

परीक्षा संबधी निर्देश - प्रश्न पत्र पांच खंडों में विभक्त होगा।

- **व्याख्या खंड** - पाठ्यक्रम में निर्धारित रचनाओं से दो पाठांश दिए जायेंगे। विद्यार्थी को किसी एक की संदर्भ सहित व्याख्या करनी होगी। इसके लिए 10 अंक निर्धारित हैं। निर्धारित रचनाओं से दो पाठांश दिए जायेंगे
- **पाठ-बोध खंड -** पाठ्यक्रम में निर्धारित रचनाओं से एक पाठांश तथा तत्संबंधी 5 प्रश्न दिए जायेंगे। विद्यार्थी को उस पाठांश के आधार पर उत्तर देने होंगे। इसके लिए 10 अंक निर्धारित हैं।
- **समीक्षात्मक खंड -** पाठ्यक्रम में निर्धारित पाठ्य विषय व निर्धारित रचनाओं के परिचय, विषयवस्तु, मूल संवेदना व रचना-सौष्ठव संबंधी पांच समीक्षात्मक प्रश्न पूछे जायेंगें। विद्यार्थी को किंही तीन का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघूत्तरी खंड -** निर्धारित पाठ्यक्रम में से सात लघूत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से चार के उत्तर (लगभग 150 शब्दों में) देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ खंड -** निर्धारित समस्त पाठ्यक्रम में से 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। इसके लिए 10 अंक निर्धारित हैं।

पाठ्य विषयः

- दलित विमर्श: अवधारणा और आंदोलन, फुले और अम्बेडकर
- स्त्री विमर्श: अवधारणा और मुक्ति आंदोलन (पाश्चात्य और भारतीय संदर्भ)
- आदिवासी विमर्श: अवधारणा और आंदोलन

विमर्शमूलक साहित्य:

व्याख्या के लिएः नगाड़े की तरह बजते शब्द(आंरभिक दस कविताएं) निर्मला पुतुल - (कविता)

पाठ बोध के लिएः स्त्री के अर्थ स्वातंत्र्य का प्रश्न (शृंखला की कड़िया) - महादेवी वर्मा

समीक्षात्मक प्रश्नों के लिएः दाई (उपन्यास) - टेकचंद

सहायक पुस्तकें

- दलित दृष्टि : गेल ओमवेट
- आधुनिकता के आईने में दलित - सं. अभय कुमार दुबे
- अस्मिताओं के संघर्ष में दलित समाज - ईश कुमार
- दलित कविता का संघर्ष - कंवल भारती
- दलित साहित्य का सौन्दर्यशास्त्र - शरण कुमार लिम्बाले
- स्त्री उपेक्षिता (अनु. प्रभा खेतान) - सिमोन द बोउवा
- उपनिवेश में स्त्री - प्रभा खेतान
- स्त्रीत्व का मानचित्र - अनामिका
- स्त्रीवादी साहित्य विमर्श - जगदीश्वर चतुर्वेदी
- औरत की कहानी - सं. सुधा अरोड़ा

BH-HIN-DSE-604-लोक साहित्य

क्रेडिट - 2 **कुल अंक-80**

समय-1.30 घंटे, **परीक्षा अंक - 40, आंतरिक मूल्यांकन - 10**

पाठ्यक्रम का उद्देश्य

लोक साहित्य व लोक संस्कृति से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

लोक साहित्य की विभिन्न विधाओं से परिचय।
हरियाणवी लोक-संस्कृति के विभिन्न पक्षों से परिचय।
लोक साहित्य एवं लोक संस्कृति के के संकलन, संरक्षण, अध्ययन एवं विश्लेषण में रुचि।

परीक्षा संबधी निर्देश - प्रश्न पत्र पांच खंडों में विभक्त होगा।

- **व्याख्या खंड** - पाठ्यक्रम में निर्धारित रचनाओं से दो पाठांश दिए जायेंगे। विद्यार्थी को किसी एक की संदर्भ सहित व्याख्या करनी होगी। इसके लिए 10 अंक निर्धारित हैं।
- **पाठ-बोध खंड -** पाठ्यक्रम में निर्धारित रचनाओं से एक पाठांश तथा तत्संबंधी 5 प्रश्न दिए जायेंगे। विद्यार्थी को उस पाठांश के आधार पर उत्तर देने होंगे। इसके लिए 10 अंक निर्धारित हैं।
- **समीक्षात्मक खंड -** पाठ्यक्रम में निर्धारित विषयों से 5 समीक्षात्मक प्रश्न पूछे जायेंगें। विद्यार्थी को किंही तीन का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघूत्तरी खंड -** निर्धारित पाठ्यक्रम में से सात लघूत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से चार के उत्तर (लगभग 150 शब्दों में) देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ खंड -** निर्धारित समस्त पाठ्यक्रम में से 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। इसके लिए 10 अंक निर्धारित हैं।

पाठ्य विषयः

- लोक और लोकवार्ता, लोक संस्कृति की अवधारणा, लोकवार्ता और लोक संस्कृति, लोक संस्कृति और साहित्य, साहित्य और लोक का अंतःसंबंध, लोक साहित्य का अन्य सामाजिक विज्ञानों से संबंध, लोक साहित्य के अध्ययन की समस्याएँ। भारत में लोक साहित्य के अध्ययन का इतिहास
- लोक साहित्य के प्रमुख रूपों का वर्गीकरण।
- हरियाणवी लोक गीत: संस्कारगीत, श्रमगीत, ऋतुगीत,।
- हरियाणवी लोकनाटय स्वांग की परम्परा एवं प्रविधि।
- लोककथा: व्रतकथा, परीकथा, नाग-कथा, कथारूढ़ियाँ और अंधविश्वास।
- हरियाणवी लोकभाषा, मुहावरे, कहावतें, लोकोक्तियाँ, पहेलियाँ।
- हरियाणवी लोकनृत्य

- हरियाणवी लोकसंगीत, रागनी का स्वरूप, विकास और विशेषताएं।

व्याख्या व पाठबोध के लिए

- स्वांग गूगे राजपूत बागड़ देस का - संकलनकर्ता आर. सी. टेम्पल
- 7 लोकगीत व 10 रागनी

सहायक पुस्तकें

- लोक साहित्य की भूमिका - कृष्णदेव उपाध्याय
- भारत का लोक साहित्य - कृष्णदेव उपाध्याय
- हरियाणा का लोक साहित्य - लालचंद गुप्त 'मंगल'
- लोक संस्कृति के क्षितिज - पूर्णचन्द शर्मा
- हरियाणा का लोक साहित्य - शंकर लाल यादव
- हरियाणवी साहित्य और संस्कृति - पूर्णचंद शर्मा
- हरियाणवी लोकधारा (प्रतिनिधि रागनियां) - सं. सुभाष चन्द्र

BH-HIN-GE-605-पाश्चात्य दार्शनिक चिंतन एवं हिंदी साहित्य

क्रेडिट - 6 **कुल अंक-100**

समय-3 घंटे, **परीक्षा अंक - 80, आंतरिक मूल्यांकन - 20**

पाठ्यक्रम का उद्देश्य

पाश्चात्य दार्शनिक सिद्धांतों से परिचय।

पाठ्यक्रम के अपेक्षित परिणाम

- साहित्य और दर्शन के अंतसंबंधों की जानकारी।
- विभिन्न दार्शनिक मतों की मान्यताओं व स्थापनाओं का ज्ञान।
- पाश्चात्य साहित्य चिंतन का ज्ञान।
- पाश्चात्य ज्ञान का हिंदी साहित्य पर प्रभाव व तुलनात्मक दृष्टि का लिकास।

परीक्षा संबधी निर्देश - प्रश्न पत्र तीन खंडों में विभक्त होगा।

- **समीक्षात्मक प्रश्न** - निर्धारित पाठ्यक्रम में से 7 समीक्षात्मक प्रश्न पूछे जायेंगे। विद्यार्थी को 4 का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघूत्तरी प्रश्न -** निर्धारित समस्त पाठ्यक्रम में से 10 लघूत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से 6 के उत्तर (लगभग 150 शब्दों में) देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

पाठ्य विषयः

- अभिव्यंजनावाद
- स्वच्छंदतावाद
- अस्तित्ववाद
- मनोविश्लेषणवाद
- मार्क्सवाद
- संरचनावाद
- आधुनिकतावाद
- उत्तर अधुनिकतावाद
- कल्पना, बिंब, फैंटेसी
- मिथक एवं प्रतीक

सहायक पुस्तकें

- पाश्चात्य साहित्य चिंतन - निर्मला जैन, कुसुम बांठिया
- पाश्चात्य काव्य शास्त्र का इतिहास - डॉ. नगेन्द्र
- पाश्चात्य काव्यशास्त्र - कृष्णदेव शर्मा
- पाश्चात्य काव्यशास्त्र - रामपूजन तिवारी
- भारतीय एवं पाश्चात्य काव्यशास्त्र की पहचान - प्रो. हरिमोहन
- पाश्चात्य काव्यशास्त्र - डॉ. तारक नाथ बाली
- पाश्चात्य काव्यशास्त्र (सिद्धांत और वाद) - डॉ. रामछबीला त्रिपाठी
- पाश्चात्य काव्यशास्त्र (इतिहास सिद्धांत और वाद) - डॉ. भगीरथ मिश्र
- पाश्चात्य काव्य चिंतन - डॉ. करूणाशंकर उपाध्याय
- भारतीय एवं पाश्चात्य काव्य शास्त्र एवं हिन्दी आलोचना - रामचन्द्र तिवारी
- काव्यशास्त्र : भारतीय और पाश्चात्य - कन्हैयालाल अवस्थी

हिंदी-विभाग

कुरुक्षेत्र विश्वविद्यालय कुरुक्षेत्र

(प्रदेश विधायिका एक्ट 12ए 1956 के तहत स्थापित)

('ए+ श्रेणी' राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद द्वारा प्रदत्त)

बी. टी. एम. (प्रोग्राम) हिंदी पाठ्यक्रम
सी. बी. सी. एस. (चयन-आधारित क्रेडिट पद्धति),
सत्र 2020-21 से लागू

कोर्स कोड	कोर्स का नाम	क्रेडिट	शिक्षण घंटे / प्रति सप्ताह	परीक्षा की स्कीम (अंक)			
				परीक्षा	आंतरिक मूल्यांकन	कुल अंक	समय
सेमेस्टर - II							
BTM-HIN-AECC-201	प्रयोजनमूलक हिंदी	**02**	**02**	**32**	**08**	**40**	1.30 घंटे
सेमेस्टर - III							
BTM-HIN-SEC-301	संभाषण कला	**02**	**02**	**32**	**08**	**40**	1.30 घंटे

सेमेस्टर - II

BTM-HIN-AECC-201-प्रयोजनमूलक हिंदी

क्रेडिट - 2 **कुल अंक-40**

समय-1.30 घंटे, **परीक्षा अंक - 32, आंतरिक मूल्यांकन - 08**

पाठ्यक्रम का उद्देश्य

प्रयोजनमूलक हिंदी व व्यावहारिक अनुप्रयोग के लिए।

पाठ्यक्रम के अपेक्षित परिणाम

- विविध क्षेत्रों में हिंदी भाषा के स्वरूप व प्रयोग की जानकारी।
- हिंदी भाषा में लेखन कौशल व संप्रेषण में सक्षम।

परीक्षा संबधी निर्देश -

- **पाठ बोध -**निर्धारित रचनाओं से एक पाठांश तथा तत्संबंधी 3 प्रश्न दिए जायेंगे। विद्यार्थी को उस पाठांश के आधार पर उत्तर देने होंगे। इसके लिए 6 अंक निर्धारित हैं।
- **समीक्षात्मक प्रश्न** - पाठ्यक्रम में निर्धारित पाठ्य विषयों में से 8 प्रश्न दिए जायेंगे। विद्यार्थी को किंही 4 का उत्तर देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 6 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

पाठ्य विषय

- हिंदी भाषा का विकास, हिंदी भाषा और भारतीय संविधान, हिंदी भाषा के विविध रूप (राष्ट्र भाषा, राजभाषा, संपर्क भाषा), देवनागरी लिपि का मानकीकरण।
- बाजार और वाणिज्य के क्षेत्र में हिन्दी भाषा के प्रयोग और चुनौतियां, वाणिज्य क्षेत्र की पारिभाषिक शब्दावली।
- व्यावसायिक क्षेत्र की हिंदी (बैंक, बीमा, मीडिया),
- विज्ञापन की भाषा का स्वरूप और विशेषताएं, प्रिंट, इलेक्ट्रोनिक और ई-विज्ञापनों की भाषा।
- वेब कंटेट लेखन की प्रक्रिया, वेब कंटेट का ले-आऊट, डिजाइन एवं प्रस्तुति, हिंदी के प्रमुख वेबपोर्टल।
- व्यावहारिक लेखन कौशल - कार्यालयी लेखन (पत्र, टिप्पण, प्रारूपण)।
- हिंदी शब्द संपदा (तत्सम, तद्भव, देशज, विदेशज)।
- वर्तनी शोधन।

पाठ बोध के लिए निर्धारित

- **संभाषण -** साहित्य, संस्कृति और शासन **-** महादेवी वर्मा
- **रेखाचित्र** - पुरुष और परमेश्वर - रामवृक्ष बेनीपुरी
- **यात्रा -** मैंने जापान में क्या देखा - भदंत आनंद कौशल्यायन
- **व्यंग्य -** आशा की अंत - बालमुकुंद गुप्त

सहायक पुस्तकें

- व्यावहारिक राजभाषा कोश - दिनेश चमोला
- प्रयोजनमूलक हिंदी - रघुनंदन प्रसाद शर्मा
- रचनात्मक लेखन - रमेश गौतम
- टेलीविजन लेखन - असगर वजाहत और प्रभात रंजन
- संचार भाषा हिंदी - सूर्यप्रसाद दीक्षित
- ब्रेक के बाद - सुधीश पचौरी
- जनसंचार माध्यम -भाषा और साहित्य - सुधीश पचौरी

सेमेस्टर - III

BTM-HIN-SEC-301-संभाषण कला

क्रेडिट - 2 **कुल अंक-40**

समय-3 घंटे, **परीक्षा अंक - 32, आंतरिक मूल्यांकन - 08**

पाठ्यक्रम का उद्देश्य

संभाषण के सैद्धांतिक व व्यावहारिक पहलुओं से परिचित करवाना।

पाठ्यक्रम के अपेक्षित परिणाम

- सावर्जनिक मंचों पर अभिव्यक्ति की क्षमता विकसित होगी।
- वैयक्तिक, सामाजिक व व्यावसायिक व्यवहार में संवाद क्षमता विकसित होगी।

परीक्षा संबधी निर्देश - प्रश्न पत्र तीन खंडों में विभक्त होगा।

- **समीक्षात्मक प्रश्न** - निर्धारित पाठ्यक्रम में से 10 प्रश्न दिए जायेंगे। विद्यार्थी को 5 का उत्तर देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न** - निर्धारित समस्त पाठ्यक्रम में 7 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

पाठ्य विषय

- संभाषण का अर्थ, स्वरूप एवं प्रमुख घटक
- संभाषण के विभिन्न रूप-वार्तालाप, व्याख्यान, वाद-विवाद, एकालाप, अवाचिक अभिव्यक्ति, जन संबोधन।
- जन सम्पर्क में वाककला की उपयोगिता
- संभाषण कला के प्रमुख उपादानः भाषा ज्ञान, मानक उच्चारण, सटीक प्रस्तुति, अन्तराल ध्वनि (वाल्यूम),वेग, लहजा (एक्सेण्ट)।
- संभाषण कला के विभिन्न रूपः उदघोषणा कला (अनाउन्सेमेंट), आंखों देखा हाल (कमेन्ट्री), संचालन (एंकरिंग), वाचन कला, समाचार वाचन (रेडियो, टी. वी.), मंचीय वाचन (कविता, कहानी, व्यंग्य आदि)।
- वाद-विवाद प्रतियोगिता एवं समूह संवाद।
- लोक प्रशासन, जनसम्पर्क एवं विपणन के विकास में संभाषण कला का योगदान।
- संवादी भाषा (कनवर्सेशनल लैंग्वेज) के रूप में हिन्दी की भाषिक संवेदना की विवेचना।

सहायक पुस्तकें

- भाषण कला - महेश शर्मा
- अच्छी हिंदीः संभाषण और लेखन - तेजपाल चौधरी
- व्यावहारिक राजभाषा कोश - दिनेश चमोला
- प्रयोजनमूलक हिंदी - रघुनंदन प्रसाद शर्मा
- रचनात्मक लेखन - रमेश गौतम
- टेलीविजन लेखन - असगर वजाहत और प्रभात रंजन
- संचार भाषा हिंदी - सूर्यप्रसाद दीक्षित
- ब्रेक के बाद - सुधीश पचौरी
- जनसंचार माध्यम -भाषा और साहित्य - सुधीश पचौरी

हिंदी-विभाग

कुरुक्षेत्र विश्वविद्यालय कुरुक्षेत्र

(प्रदेश विधायिका एक्ट 12ए 1956 के तहत स्थापित)

('ए+ श्रेणी' राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद द्वारा प्रदत्त)

बी.सी.ए. (प्रोग्राम) हिंदी पाठ्यक्रम
सी. बी. सी. एस. (चयन-आधारित क्रेडिट पद्धति),
सत्र 2020-21 से लागू

कोर्स कोड	कोर्स का नाम	क्रेडिट	शिक्षण घंटे / प्रति सप्ताह	परीक्षा की स्कीम (अंक)			
				परीक्षा	आंतरिक मूल्यांकन	कुल अंक	समय
सेमेस्टर - III							
BCA-HIN-AECC-301	हिंदी भाषा और संप्रेषण कौशल	**02**	**02**	**32**	**08**	**40**	1.30 घंटे

BCA-HIN-AECC-301-हिंदी भाषा और संप्रेषण कौशल

क्रेडिट - 2 **कुल अंक-40**

समय-1.30 घंटे, **परीक्षा अंक - 32, आंतरिक मूल्यांकन - 08**

पाठ्यक्रम का उद्देश्य

प्रयोजनमूलक हिंदी व व्यावहारिक अनुप्रयोग के लिए।

पाठ्यक्रम के अपेक्षित परिणाम

- विविध क्षेत्रों में हिंदी भाषा के स्वरूप व प्रयोग की जानकारी।
- हिंदी भाषा में लेखन कौशल व संप्रेषण में सक्षम।

परीक्षा संबधी निर्देश -

- **पाठ बोध -**निर्धारित रचनाओं से एक पाठांश तथा तत्संबंधी 3 प्रश्न दिए जायेंगे। विद्यार्थी को उस पाठांश के आधार पर उत्तर देने होंगे। इसके लिए 6 अंक निर्धारित हैं।
- **समीक्षात्मक प्रश्न** - पाठ्यक्रम में निर्धारित पाठ्य विषयों में से 8 प्रश्न दिए जायेंगे। विद्यार्थी को 4 का उत्तरदेना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 6 वस्तुनिष्ठ प्रश्न दिए जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

पाठ्य विषय

- भाषा और मानव समाज का सांस्कृतिक विकास, हिंदी भाषा का विकास, हिंदी भाषा और भारतीय संविधान, हिंदी के विविध रूप (राष्ट्रभाषा, राजभाषा, संपर्क भाषा), देवनागरी लिपि का मानकीकरण।
- विज्ञान व प्रौद्योगिकी के क्षेत्र में हिन्दी भाषा के प्रयोग और चुनौतियां, विज्ञान व प्रौद्योगिकी क्षेत्र की परिभाषिक शब्दावली
- संप्रेषण के विविध रूप (साक्षात्कार, भाषण, संवाद, सामूहिक चर्चा)
- हिन्दी के महत्त्वपूर्ण सॉफ्टवेयर, ई-लर्निंग और हिंदी
- वेब कंटेट लेखन की प्रक्रिया, वेब कंटेट का ले-आऊट, डिजाइन एवं प्रस्तुति, प्रमुख हिंदी E-पत्र-पत्रिकाएं एवं वेबपोर्टल।
- हिंदी शब्द संपदा (तत्सम, तद्भव, देशज, विदेशज)।
- वर्तनी शोधन।

पाठ बोध के लिए निर्धारित

- **संभाषण-**साहित्य, संस्कृति और शासन **-** महादेवी वर्मा
- **रेखाचित्र**- पुरुष और परमेश्वर - रामवृक्ष बेनीपुरी
- **यात्रा -**मैंने जापान में क्या देखा - भदंत आनंद कौशल्यायन
- **व्यंग्य -**आशा की अंत - बालमुकुंद गुप्त

सहायक पुस्तकें

- व्यावहारिक राजभाषा कोश - दिनेश चमोला
- प्रयोजनमूलक हिंदी - रघुनंदन प्रसाद शर्मा
- रचनात्मक लेखन - रमेश गौतम
- टेलीविजन लेखन - असगर वजाहत और प्रभात रंजन
- संचार भाषा हिंदी - सूर्यप्रसाद दीक्षित
- ब्रेक के बाद - सुधीश पचौरी
- जनसंचार माध्यम -भाषा और साहित्य - सुधीश पचौरी

हिंदी-विभाग

कुरुक्षेत्र विश्वविद्यालय कुरुक्षेत्र

(प्रदेश विधायिका एक्ट 12ए 1956 के तहत स्थापित)

('ए+ श्रेणी' राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद द्वारा प्रदत्त)

बी. एससी. (गृह-विज्ञान) हिंदी पाठ्यक्रम

सी. बी. सी. एस. (चयन-आधारित क्रेडिट पद्धति),

सत्र 2020-21 से लागू

कोर्स कोड	कोर्स का नाम	क्रेडिट	शिक्षण घंटे / प्रति सप्ताह	परीक्षा की स्कीम (अंक)			
				परीक्षा	आंतरिक मूल्यांकन	कुल अंक	समय
सेमेस्टर - III							
BSc-HSc-HIN-AECC-301	**हिंदी भाषा और संप्रेषण** कौशल	**02**	**02**	**40**	**10**	**50**	1.30 घंटे
BSc-HSc-HIN-SEC-302	**संभाषण कला**	**02**	**02**	**40**	**10**	**50**	1.30 घंटे

BSc-HSc-HIN-AECC-301-हिंदी भाषा और संप्रेषण कौशल

क्रेडिट - 2 **कुल अंक-50**

समय-1.30 घंटे, **परीक्षा अंक - 40, आंतरिक मूल्यांकन - 10**

पाठ्यक्रम का उद्देश्य

संप्रेषण की विधियों और सिद्धांतों से परिचय के लिए। हिंदी भाषा में अपेक्षित संप्रेषण के लिए।

पाठ्यक्रम के अपेक्षित परिणाम

- हिंदी भाषा में अपेक्षित संप्रेषण कर पाएगा।
- संप्रेषण की विधियों को सीखकर हिंदी भाषा में मौखिक व लिखित रूप में अपेक्षित व प्रभावी संप्रेषण करने में सक्षम होगा।

परीक्षा संबधी निर्देश -

- **पाठ बोध -**निर्धारित रचनाओं से एक पाठांश तथा तत्संबंधी 4 प्रश्न दिए जायेंगे। विद्यार्थी को उस पाठांश के आधार पर उत्तर देने होंगे। इसके लिए 8 अंक निर्धारित हैं।
- **समीक्षात्मक प्रश्न** - पाठ्यक्रम में निर्धारित पाठ्य विषयों में से 10 प्रश्न दिए जायेंगे। विद्यार्थी को 5 का उत्तर देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 7 वस्तुनिष्ठ प्रश्न दिए जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

पाठ्य विषयः

- भाषा का स्वरुप एवं विशेषताएं, भाषा और मानव समाज का सांस्कृतिक विकास, हिंदी भाषा का विकास, हिंदी भाषा के विविध रूप (राष्ट्रभाषा, राजभाषा, संपर्क भाषा) देवनागरी लिपि का मानकीकरण, हिंदी की संविधानिक स्थिति। शिक्षा-माध्यम के रूप में हिंदी (विज्ञान, वाणिज्य व मानविकी के क्षेत्र में)
- व्यावसायिक क्षेत्र की हिंदी, विज्ञापन व बाजार की हिंदी, मनोरंजन-उद्योग में हिंदी
- सृजनात्मक लेखन-प्रविधि (निबंध, संस्मरण, रेखाचित्र, यात्रावृत्त)
- हिन्दी शब्द रचना (उपसर्ग, प्रत्यय)
- हिंदी शब्द संपदा (तत्सम, तद्भव, देशज, विदेशज)।
- वर्तनी शोधन।

पाठ बोध के लिए निर्धारित

- **संभाषण -** साहित्य, संस्कृति और शासन **-** महादेवी वर्मा
- **रेखाचित्र** - पुरुष और परमेश्वर - रामवृक्ष बेनीपुरी
- **यात्रा -** मैंने जापान में क्या देखा - भदंत आनंद कौशल्यायन
- **व्यंग्य -** आशा की अंत - बालमुकुंद गुप्त

सहायक पुस्तकें

- व्यावहारिक राजभाषा कोश - दिनेश चमोला
- प्रयोजनमूलक हिंदी - रघुनंदन प्रसाद शर्मा
- रचनात्मक लेखन - रमेश गौतम
- टेलीविजन लेखन - असगर वजाहत और प्रभात रंजन
- संचार भाषा हिंदी - सूर्यप्रसाद दीक्षित
- ब्रेक के बाद - सुधीश पचौरी
- जनसंचार माध्यम -भाषा और साहित्य - सुधीश पचौरी

BSc-HSc-HIN-SEC-302-संभाषण कला

क्रेडिट - 2 **कुल अंक-50**

समय-1.30 घंटे, **परीक्षा अंक - 40, आंतरिक मूल्यांकन - 10**

पाठ्यक्रम का उद्देश्य

संभाषण के सैद्धांतिक व व्यावहारिक पहलुओं से परिचित करवाना।

पाठ्यक्रम के अपेक्षित परिणाम

- सावर्जनिक मंचों पर अभिव्यक्ति की क्षमता विकसित होगी।
- वैयक्तिक, सामाजिक व व्यावसायिक व्यवहार में संवाद क्षमता विकसित होगी।

परीक्षा संबधी निर्देश - प्रश्न पत्र तीन खंडों में विभक्त होगा।

- **समीक्षात्मक प्रश्न** - निर्धारित पाठ्यक्रम में से 4 समीक्षात्मक प्रश्न पूछे जायेंगे। विद्यार्थी को 2 का उत्तर देना होगा। प्रत्येक के लिए 10 अंक निर्धारित हैं।
- **लघुत्तरी प्रश्न -**निर्धारित समस्त पाठ्यक्रम में से 4 लघुत्तरी प्रश्न पूछे जाएंगे। विद्यार्थी को इनमें से 2 के उत्तर देने होंगे। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 10 वस्तुनिष्ठ प्रश्न पूछे जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

पाठ्य विषयः

- संभाषण का अर्थ, स्वरूप एवं प्रमुख घटक
- संभाषण के विभिन्न रूप-वार्तालाप, व्याख्यान, वाद-विवाद, एकालाप, अवाचिक अभिव्यक्ति, जन संबोधन।
- जन सम्पर्क में वाककला की उपयोगिता
- संभाषण कला के प्रमुख उपादानः भाषा ज्ञान, मानक उच्चारण, सटीक प्रस्तुति, अन्तराल ध्वनि (वाल्यूम),वेग, लहजा (एक्सेण्ट)।
- संभाषण कला के विभिन्न रूपः उदघोषणा कला (अनाउन्सेमेंट), आंखों देखा हाल (कमेन्ट्री), संचालन (एंकरिंग), वाचन कला, समाचार वाचन (रेडियो, टी. वी.), मंचीय वाचन (कविता, कहानी, व्यंग्य आदि)।
- वाद-विवाद प्रतियोगिता एवं समूह संवाद।
- लोक प्रशासन, जनसम्पर्क एवं विपणन के विकास में संभाषण कला का योगदान।
- संवादी भाषा (कनवर्सेशनल लैंग्वेज) के रूप में हिन्दी की भाषिक संवेदना की विवेचना।

सहायक पुस्तकें

भाषण कला - महेश शर्मा
अच्छी हिंदीः संभाषण और लेखन - तेजपाल चौधरी

हिंदी-विभाग

कुरुक्षेत्र विश्वविद्यालय कुरुक्षेत्र

(प्रदेश विधायिका एक्ट 12ए 1956 के तहत स्थापित)

('ए+ श्रेणी' राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद द्वारा प्रदत्त)

बी. एससी. (मेडिकल-नॉन मेडिकल) हिंदी प्रोग्राम पाठ्यक्रम
सी. बी. सी. एस. (चयन-आधारित क्रेडिट पद्धति),
सत्र 2020-21 से लागू

कोर्स कोड	कोर्स का नाम	क्रेडिट	शिक्षण घंटे / प्रति सप्ताह	परीक्षा की स्कीम (अंक)			
				परीक्षा	आंतरिक मूल्यांकन	कुल अंक	समय
सेमेस्टर - III							
BSC-HIN-AECC-301	हिंदी भाषा और संप्रेषण कौशल	**02**	**02**	**40**	**10**	**50**	1.30 घंटे

BSC-HIN-AECC-301-हिंदी भाषा और संप्रेषण कौशल

क्रेडिट - 2 **कुल अंक-50**

समय-1.30 घंटे, **परीक्षा अंक - 40, आंतरिक मूल्यांकन - 10**

पाठ्यक्रम का उद्देश्य

संप्रेषण की विधियों और सिद्धांतों से परिचय के लिए। हिंदी भाषा में अपेक्षित संप्रेषण के लिए।

पाठ्यक्रम के अपेक्षित परिणाम

- हिंदी भाषा में अपेक्षित संप्रेषण कर पाएगा।
- संप्रेषण की विधियों को सीखकर हिंदी भाषा में मौखिक व लिखित रूप में अपेक्षित व प्रभावी संप्रेषण करने में सक्षम होगा।

परीक्षा संबधी निर्देश -

- **पाठ बोध -**निर्धारित रचनाओं से एक पाठांश तथा तत्संबंधी 4 प्रश्न दिए जायेंगे। विद्यार्थी को उस पाठांश के आधार पर उत्तर देने होंगे। इसके लिए 8 अंक निर्धारित हैं।
- **समीक्षात्मक प्रश्न** - पाठ्यक्रम में निर्धारित पाठ्य विषयों में से 10 प्रश्न दिए जायेंगे। विद्यार्थी को 5 का उत्तर देना होगा। प्रत्येक के लिए 5 अंक निर्धारित हैं।
- **वस्तुनिष्ठ प्रश्न -** निर्धारित समस्त पाठ्यक्रम में 7 वस्तुनिष्ठ प्रश्न दिए जाएंगें। विद्यार्थी को प्रत्येक का उत्तर देना होगा। इसमें कोई विकल्प नहीं होगा। प्रत्येक के लिए 1 अंक निर्धारित हैं।

पाठ्य विषयः

- भाषा का स्वरुप एवं विशेषताएं, भाषा और मानव समाज का सांस्कृतिक विकास, हिंदी भाषा का विकास, हिंदी भाषा के विविध रूप (राष्ट्रभाषा, राजभाषा, संपर्क भाषा), देवनागरी लिपि का मानकीकरण, हिंदी की संविधानिक स्थिति, शिक्षा-माध्यम के रूप में हिंदी, विज्ञान के क्षेत्र में हिंदी, विज्ञान संबंधी पारिभाषिक शब्दावली।
- संप्रेषण के विविध रूप (साक्षात्कार, भाषण, संवाद, सामूहिक चर्चा)
- हिन्दी शब्द रचना (उपसर्ग, प्रत्यय)।
- हिंदी शब्द संपदा (तत्सम, तद्भव, देशज, विदेशज)।
- वर्तनी शोधन।

पाठ बोध के लिए निर्धारित

- **संभाषण -** साहित्य, संस्कृति और शासन **-** महादेवी वर्मा
- **रेखाचित्र** - पुरुष और परमेश्वर - रामवृक्ष बेनीपुरी
- **यात्रा -** मैंने जापान में क्या देखा - भदंत आनंद कौशल्यायन
- **व्यंग्य -** आशा का अंत - बालमुकुंद गुप्त

सहायक पुस्तकें

- अच्छी हिंदी - रामचंद्र वर्मा
- हिंदी व्याकरण - कामता प्रसाद गुरु
- व्यावहारिक राजभाषा कोश - दिनेश चमोला
- प्रयोजनमूलक हिंदी - रघुनंदन प्रसाद शर्मा
- रचनात्मक लेखन - रमेश गौतम
- टेलीविजन लेखन - असगर वजाहत और प्रभात रंजन
- संचार भाषा हिंदी - सूर्यप्रसाद दीक्षित
- जनसंचार माध्यम -भाषा और साहित्य - सुधीश पचौरी
- कथा-पटकथा - मन्नू भंडारी
- पटकथा लेखन - मनोहर श्याम जोशी