

KURUKSHETRA UNIVERSITY

KURUKSHETRA

(Established by the state legislature Act XII of 1964)
(A⁺⁺ Grade NAAC Accredited)



Scheme of Examinations for Under-Graduate Programme

Subject: Chemistry

Semester: V - VIII

[Minor change in the Scheme of VII Semester (Honours/Honours with Research in Chemistry) DSE-H1 instead of DSE-6]

Under Multiple Entry-Exit, Internship and CBCS-LOCF in accordance to NEP-2020 w.e.f. 2024-25 (in phased manner)

KURUKSHETRA UNIVERSITY KURUKSHETRA

**SCHEME OF EXAMINATIONS FOR UNDER-GRADUATE PROGRAMME
SUBJECT : CHEMISTRY 5TH TO 8TH SEMESTER W.E.F. THE SESSION 2024-2025
IN PHASED MANNER**

THIRD YEAR: SEMESTER-5											
Remarks	Course	Paper(s)	Nomenclature of Paper	Credits	Hours/Week	Internal marks	External Marks	Total Marks	Exam Duration		
Scheme A, B & C	CC-5 MCC-9 4 credit	B-23 CHE-501	Chemistry-V	3	3	20	50	70	3 hrs.		
			Practical	1	2	10	20	30	3 hrs.		
Scheme B & C	MCC-10 4 credit	B-23 CHE-502	Inorganic Chemistry-II	3	3	20	50	70	3 hrs.		
			Practical	1	2	10	20	30	3 hrs.		
Scheme B & C	DSE-2 4 credit Select one Option	Elective Chemistry(Select One option)									
		B-23 CHE-503	Elective Chemistry-IV	3	3	20	50	70	3 hrs.		
			Practical	1	2	10	20	30	3 hrs.		
		B-23 CHE-504	Elective Chemistry-V	3	3	20	50	70	3 hrs.		
			Practical	1	2	10	20	30	3 hrs.		
		B-23 CHE-505	Elective Chemistry-VI	3	3	20	50	70	3 hrs.		
			Practical	1	2	10	20	30	3 hrs.		
		Elective Chemistry (Select One option)									
		Scheme B & C	DSE-3 4 credit	B-23 CHE-506	Elective Chemistry-VII	3	3	20	50	70	3 hrs.
					Practical	1	2	10	20	30	3 hrs.

	Select one Option	B-23 CHE-507	Elective Chemistry-VIII	3	3	20	50	70	3 hrs.
			Practical	1	2	10	20	30	3 hrs.
		B-23 CHE-508	Elective Chemistry-IX	3	3	20	50	70	3 hrs.
			Practical	1	2	10	20	30	3 hrs.
Scheme A, B & C	Internship P	Internship#4 credit after 4th semester							
THIRD YEAR: SEMESTER-6									
Remarks	Course	Paper(s)	Nomenclature of Paper	Credits	Hours/Week	Internal marks	External Marks	Total Marks	Exam Duration
Scheme A, B & C	CC-6 MCC-11	B-23 CHE-601	Chemistry-VI	3	3	20	50	70	3 hrs.
			Practical	1	2	10	20	30	3 hrs.
Scheme B & C	MCC-12	B-23 CHE-602	Organic Chemistry-II	3	3	20	50	70	3 hrs.
			Practical	1	2	10	20	30	3 hrs.
Scheme B & C	DSE-4	Elective Chemistry(Select One option)							
		B-23 CHE-603	Elective Chemistry-X	3	3	20	50	70	3 hrs.
			Practical	1	2	10	20	30	3 hrs.
		B-23 CHE-604	Elective Chemistry-XI	3	3	20	50	70	3 hrs.
			Practical	1	2	10	20	30	3 hrs.
		B-23 CHE-	Elective	3	3	20	50	70	3 hrs.

		605	Chemistry- XII						
			Practical	1	2	10	20	30	3 hrs.
Scheme B & C	DSE-5 4 credit Select one Option	Elective Chemistry (Select One option)							
		B-23 CHE- 606	Elective Chemistry- XIII	3	3	20	50	70	3 hrs.
			Practical	1	2	10	20	30	3 hrs.
		B-23 CHE- 607	Elective Chemistry- XIV	3	3	20	50	70	3 hrs.
			Practical	1	2	10	20	30	3 hrs.
		B-23 CHE- 608	Elective Chemistry- XV	3	3	20	50	70	3 hrs.
			Practical	1	2	10	20	30	3 hrs.
Scheme A only	CC-6 4 credits	(Only for minor subject as chemistry) From Available CC-6/MCC-11 of 4 credits as per NEP							

FOURTH YEAR: SEMESTER-7 (FOR HONOURS/HONOURS WITH RESEARCH IN Chemistry)									
Remarks	Course	Paper(s)	Nomenclature of Paper	Credits	Hours/ Week	Internal marks	External Marks	Total Marks	Exam Duration
for Honours in Chemistry/Ho nours with Research in Chemistry (For Scheme B & C)	CC-H1 4 credit	B-23 CHE -701	Physical Chemistry-III	4	4	30	70	100	3 hrs.
	CC-H2 4 credit	B-23 CHE -702	Inorganic Chemistry-III	4	4	30	70	100	3 hrs.
	CC-H3 4 credit	B-23 CHE -703	Organic Chemistry-III	4	4	30	70	100	3 hrs.
Select any one option									

	DSE-H1 4 credit	B-23 CHE -704	Advanced Chemistry-I	4	4	30	70	100	3 hrs.
	Select one Option	B-23 CHE -705	Advanced Chemistry-II	4	4	30	70	100	3 hrs.
		B-23 CHE -706	Advanced Chemistry-III	4	4	30	70	100	3 hrs.
	PC-H1 4 credit	B-23 CHE -707	Practical Chemistry	4	8	30	70	100	6 hrs.
CC-HM1 4 credit	B-23 CHE -708	Advanced Minor Chemistry – I	4	4	30	70	100	3 hrs.	
SEMESTER-8 (FOR HONOURS in Chemistry)									
Remarks	Course	Paper(s)	Nomenclature of Paper	Credits	Hours/ Week	Internal marks	External Marks	Total Marks	Exam Duration
Honours in Chemistry (For Scheme B & C)	CC-H4 4 credit	B-23 CHE -801	Physical Chemistry-IV	4	4	30	70	100	3 hrs.
	CC-H5 4 credit	B-23 CHE -802	Inorganic Chemistry-IV	4	4	30	70	100	3 hrs.
	CC-H6 4 credit	B-23 CHE -803	Organic Chemistry-IV	4	4	30	70	100	3 hrs.
	DSE-H2 4 credit	Elective (Select any one)							
	Select one option	B-23 CHE -804	Advanced Chemistry-IV	4	4	30	70	100	3 hrs.
		B-23 CHE -805	Advanced Chemistry-V	4	4	30	70	100	3 hrs.
		B-23 CHE -806	Advanced Chemistry-VI	4	4	30	70	100	3 hrs.
	PC-H2 4 credit	B-23 CHE	Practical	4	8	30	70	100	6 hrs.

		-807	Chemistry						
	CC-HM2 4 credit	B-83 CHE -808	Advanced Minor Chemistry - II	4	4	30	70	100	3 hrs.
OR SEMESTER-8 (FOR HONOURS WITH RESEARCH IN Chemistry)									
Remarks	Course	Paper(s)	Nomenclature of Paper	Credits	Hours/ Week	Internal marks	External Marks	Total Marks	Exam Duration
Honours with Research in Chemistry (For Scheme B & C)	CC-H4 4 credit	B-23 CHE -801	Physical Chemistry-IV	4	4	30	70	100	3 hrs.
	CC-H5 4 credit	B-23 CHE -802	Inorganic Chemistry-IV	4	4	30	70	100	3 hrs.
	Project/Dissertati on 12 credit	B-23 CHE -809	Dissertation/proj ect in chemistry	8+4	-	-	-	300	-
	CC-HM2 4 credit	From Available Minor of 4 credits as per NEP							

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Syllabus for Under-Graduate Programme

Subject: Chemistry

Semester: V - VIII

**Under Multiple Entry-Exit, Internship and
CBCS-LOCF in accordance to NEP-2020
w.e.f. 2024-25 (in phased manner)**

CC-5/ MCC-9**Session 2024-25****Part A- Introduction**

Subject	Chemistry		
Semester	V		
Name of Course	Chemistry-V		
Course Code	B-23-CHE-501		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	CC/MCC		
Level of Course (As per Annexure-I)	300-399		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Enable to understand the basis of coordination chemistry of complexes. 2. To learn about role of thermodynamics and equilibrium in predicting various physical properties of systems. 3. Get knowledge about the quantum mechanical properties and analysis of diatomic molecules by spectroscopy. 4. To understand the synthesis and mechanism of some organic reactions and heterocyclic compounds. <hr/> <p>5*. Hand on practice in preparation of metal complexes, identification of organic and measurement of surface tension of solutions.</p>		
Credits	Theory	Practical	Total
	3	1	4
Contact Hours	3	2	5
Max marks:70+30* Internal Assessment Marks:20+10* End Term Exam Marks:50+20*	Examination Time: 03+03* Hours		
Part B- Contents of the Course			

Instructions for Paper-Setter

Note: The examiner is requested to set nine questions in all, selecting two questions from each SECTION and one question (Question No.1)) based on entire syllabus will consist of short answer type. All questions carry equal marks. The candidate is required to attempt five questions in all selecting one from each SECTION. Question No.1 is compulsory. Log table and non-programmable calculator is allowed.

Unit	Topics	Contact Hours
I	<p>Coordination Compounds: Werner's theory of coordination compounds, EAN, chelates, nomenclature of coordination compounds, isomerism in coordination compounds.</p> <p>Metal Ligand Bonding in Transition Metal Complexes: Valence bond theory, applications and their Limitation, Elementary idea of CFT (Only structural aspects), Crystal field splitting in octahedral, tetrahedral and square planer complexes.</p> <p>Magnetic properties of transition metal complexes: Types of magnetic materials, magnetic susceptibility, method of determination, spin only formula, basic idea of L-S coupling.</p>	11
II	<p>Thermodynamics-II: Third Law of Thermodynamics, Nernst Heat Theorem, Statement of concept of residual entropy, evaluation absolute entropy from heat capacity data. Gibbs function and Helmholtz Function as thermodynamic quantities. Criteria for thermodynamic equilibrium and spontaneity. Variation of G with P, V and T, Partial molar properties, concept of chemical potential (numerical included)</p> <p>Phase Equilibria: Statement and the meaning of terms-phase component and degree of freedom, Thermodynamic derivation of Gibbs phase rule, Phase equilibria of one component system-water system, phase equilibria of two component systems solid-liquid equilibria, simple Eutectic Pb-Ag system.</p>	11
III	<p>Quantum Mechanics-I: Black body radiation, plank's radiation law, Explanation of spectral distribution of black body radiation on the basis of classical mechanics and quantum mechanics, Heat capacity of solids, Need of quantum mechanics, postulates of quantum mechanics, quantum mechanical operator, Commutation relations, Hamiltonian operator, Role of operators to derive Schrodinger wave equation, Application Schrodinger wave equation in determination of wave function and energy of a particle in one dimensional box</p> <p>Spectroscopy-I: Electromagnetic radiations, reasons of electromagnetic spectrum, basic features of spectroscopy, introduction to molecular spectroscopy and its difference from atomic spectroscopy, signal to noise ratio, resolving power of spectrophotometer, Born-Oppenheimer approximation, Concept of degree of freedom.</p> <p>Rotational Spectrum:Energy levels of rigid rotator of diatomic molecules, selection rules, spectral intensity distribution using Maxwell-Boltzmann distribution, Determination of bond length and</p>	11

	concept of isotopic effect	
IV	<p>Organic Synthesis via Enolates</p> <p>Acidity of α-hydrogens, alkylation of diethyl malonate and ethyl acetoacetate. Synthesis of ethyl acetoacetate: the Claisen condensation. Keto-enol tautomerism of ethyl acetoacetate.</p> <p>Heterocyclic Compounds</p> <p>Introduction: Molecular orbital picture and aromatic characteristics of pyrrole, furan, thiophene and pyridine. Methods of synthesis and chemical reactions with particular emphasis on the mechanism of electrophilic substitution. Mechanism of nucleophilic substitution reactions in pyridine derivatives. Comparison of basicity of pyridine, piperidine and pyrrole.</p>	12
V*	<p>1. Systematic identification (detection of extra elements, Functional Groups, determination of Melting Point and preparation of atleast one solid derivative) of the following simple mono-functional organic compounds: Naphthalene, p-dichlorobenzene, m-dinitrobenzene, α & β naphthol, Oxalic acid, succinic acid, benzoic acid, phthalic acid, Benzamide, urea, thiourea, glucose, fructose and sucrose.</p> <p>2. Determine the solubility product of $\text{Ca}(\text{OH})_2$ at room temperature by titrating it against 0.5 N HCl solution volumetrically.</p> <p>3. Determine electrode potential of Zinc and Copper electrode in 0.1 M and 0.01M solution and calculate E° value for these electrodes.</p>	30
Suggested Evaluation Methods		
<p>Internal Assesment:20+10*</p> <p><input type="checkbox"/> Theory</p> <ul style="list-style-type: none"> ● Class Participation: 5 ● Seminar/Presentation/Assignment/Quiz/Class Test etc: 5 ● Mid Term Exam: 10 <p><input type="checkbox"/> Practicum</p> <ul style="list-style-type: none"> ● Class Participation: NA ● Seminar/Demonstration/Viva-voce/Lab records etc: 10 ● Mid-Term Exam: NA 		<p>End Term Examination:</p> <p>50+20*</p>
Part C- Learning Resources		
<p>Recommended Books/e-resources/LMS:</p> <p>1. Organic Chemistry Volume III by Mukherji, Singh, Kapoor and Dass, Published by New Age International Pvt. Ltd., New Delhi.</p> <p>2. Huheey, J.E.; Keiter, E.A., Keiter; R. L.; Medhi, O.K. (2009), Inorganic Chemistry Principles of Structure and Reactivity, Pearson Education.</p>		

3. Atkins, P.W.; Overton, T.L.; Rourke, J.P.; Weller, M.T.; Armstrong, F.A. (2010), Inorganic Chemistry, 5th Edition, W. H. Freeman and Company
4. Lee, J.D.; (2010), Concise Inorganic Chemistry, Wiley India.
5. Peter, A.; Paula, J. de. (2011), Physical Chemistry, 9th Edition, Oxford University Press.
6. Castellan, G. W. (2004), Physical Chemistry, 4th Edition, Narosa.
7. Kapoor, K.L. (2015), A Textbook of Physical Chemistry, Vol 2, 6th Edition, McGraw Hill Education.
8. Kapoor, K.L., A Textbook of Physical Chemistry, Vol 3, 5th Edition, McGraw Hill Education
9. House, J.E. (2004), Fundamentals of Quantum Chemistry, 2nd Edition, Elsevier.
10. McQuarrie, D.A. (2016), Quantum Chemistry, Viva Books.
11. Chandra, A. K. (2001), Introductory Quantum Chemistry, Tata McGraw-Hill.
12. House, J.E. (2004), Fundamentals of Quantum Chemistry, 2nd Edition, Elsevier
13. Finar, I. L. Organic Chemistry (Volume 1), Dorling Kindersley (India) Pvt. Ltd. (Pearson 75 Education).
14. Ahluwalia, V.K.; Bhagat, P.; Aggarwal, R.; Chandra, R. (2005), Intermediate for Organic Synthesis, I.K. International
15. B.D. Khosla, V.C.Garg, A. Gulati, Senior Practical Physical Chemistry R. Chand & Company, New Delhi

*Applicable for courses having Practical component

CC-5/MCC-10

Session 2024-25			
Part A- Introduction			
Subject	Chemistry		
Semester	V		
Name of Course	Inorganic Chemistry-II		
Course Code	B-23-CHE-502		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	CC/MCC		
Level of Course (As per Annexure-I)	300-399		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Enable to understand the thermodynamic and kinetic aspects of metal complexes. 2. To learn about electronic spectra of transition metal complexes. 3. Get knowledge about the some advance studies in investigating electronic spectra of transition metal complexes 4. To know about the concept of organometallic complexes, their classification with reference to σ bonded organometallics <hr/> <p>5*. Hand on practice in preparation of solutions, compounds, estimation and determination of physical properties of some compounds.</p>		
Credits	Theory	Practical	Total
	3	1	4
Contact Hours	3	2	5
Max marks:70+30* Internal Assessment Marks:20+10* End Term Exam Marks:50+20*	Examination Time: 03+03* Hours		
Part B- Contents of the Course			
<u>Instructions for Paper-Setter</u>			
Note: The examiner is requested to set nine questions in all, selecting two questions from each SECTION and one question (Question No.1)) based on entire syllabus will consist of short answer type. All questions carry equal marks. The candidate is required to attempt five questions in all			

selecting one from each SECTION. Question No.1 is compulsory. Log table and non-programmable calculator is allowed.

Unit	Topics	Contact Hours
I	Thermodynamic and Kinetic aspects of Metal Complexes: A brief outline of thermodynamic stability of metal complexes and factors affecting the stability, Erving William Series, Substitution reactions of Square planar complexes of Pt(II), Trans Effect and theories.	11
II	Electronic spectra of transition metal complexes-I: Calculation of microstates, Rules for d-d transition, term symbols, spectroscopic ground states, spectrochemical series, Orgel energy level diagrams for d^1 to d^9 states	11
III	Electronic spectra of transition metal complexes-II: General theory of Tanabe-Sugano diagrams for transition metal complexes, Graphical presentation and explanation of T-S diagram for d^1 to d^9 states, Discussion of electronic spectrum $[\text{Ti}(\text{H}_2\text{O})_6]^{3+}$	11
IV	Organometallic Chemistry: Definition, classification and nomenclature of organometallic compounds, preparation, properties, and bonding of alkyls of Li and Hg, concept of hapticity of organic ligand, Structure and bonding in metal-ethylenic complexes $[\text{PtCl}_3(\text{C}_2\text{H}_4)]$, Structure of Ferrocene, classification in metal carbonyls, properties and bonding in mononuclear carbonyls.	12
V*	1. Preparation: preparation of Mohr salt, prussian blue, Chrome alum, potash alum. 2. Gravimetric analysis: Estimation of copper as CuSCN and Al^{3+} as aluminiumoxinate.	

Suggested Evaluation Methods

Internal Assessment: 20+10* <ul style="list-style-type: none"> □ Theory <ul style="list-style-type: none"> ● Class Participation: 5 ● Seminar/Presentation/Assignment/Quiz/Class Test etc: 5 ● Mid Term Exam: 10 □ Practicum <ul style="list-style-type: none"> ● Class Participation: NA ● Seminar/Demonstration/Viva-voce/Lab records etc: 10 ● Mid-Term Exam: NA 	End Term Examination: 50+20*
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Part C- Learning Resources

Recommended Books/e-resources/LMS:

1. Huheey, J.E.; Keiter, E.A., Keiter; R. L.; Medhi, O.K. (2009), Inorganic Chemistry Principles of

- Structure and Reactivity, Pearson Education.
2. Atkins, P.W.; Overton, T.L.; Rourke, J.P.; Weller, M.T.; Armstrong, F.A. (2010), Inorganic Chemistry, 5th Edition, W. H. Freeman and Company
 3. Lee, J.D.; (2010), Concise Inorganic Chemistry, Wiley India.
 4. Gupta, B. D., Elias, A. J., (2013) Basic Organometallic Chemistry: Concepts, Syntheses and Applications, 2nd Edition, Universities Press.
 5. Cotton, F.A.; Wilkinson, G.; Gaus, P.L. Basic Inorganic Chemistry, 3rd Edition, Wiley India

*Applicable for courses having Practical component

DSE-2

Session: 2024-25			
Part A - Introduction			
Subject	Chemistry		
Semester	V		
Name of the Course	Elective Chemistry-IV		
Course Code	B23-CHE-503		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	DSE-2		
Level of the course (As per Annexure-I)	300-399		
Pre-requisite for the course (if any)			
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> To understand the basis concept about carboxylic acid & their derivatives. To learn about synthesis and chemical reactions of amines. Get knowledge about the chemical reactions of ether, epoxides and diazonium salts. To know about synthetic polymer & dyes and their uses. <hr/> <p>5*. To learn about different functional groups, identification of compounds and their derivatives.</p>		
Credits	Theory	Practical	Total
	3	1	4
Contact Hours	3	2	5
Max. Marks:70+30* Internal Assessment Marks:20+10* End Term Exam Marks:50+20*	Examination Time:03 + 03* Hours		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter</u>			
Note: The examiner is requested to set nine questions in all, selecting two questions from each SECTION and one question (Question No.1) based on entire syllabus will consist of short answer type. All questions carry equal marks. The candidate is required to attempt five questions in all selecting one from each SECTION. Question No.1 is compulsory. Log table and non-programmable calculator is allowed.			
Unit	Topics		Contact Hours
I	Carboxylic Acids Nomenclature of Carboxylic acids, structure and bonding, physical properties, acidity of carboxylic acids, effects of substituents on acid strength. Preparation of carboxylic acids. Reactions of carboxylic acids. Hell-Volhard-Zelinsky reaction. Reduction of carboxylic acids.		12

	<p>Mechanism of decarboxylation.</p> <p>Carboxylic Acid Derivatives</p> <p>Relative stability of acyl derivatives. Physical properties, interconversion of acid derivatives by nucleophilic acyl substitution. Mechanisms of esterification and hydrolysis (acidic and basic).</p>	
II	<p>Amines</p> <p>Structure and nomenclature of amines, physical properties. Separation of a mixture of primary, secondary and tertiary amines. Structural features affecting basicity of amines. Preparation of alkyl and aryl amines (reduction of nitro compounds, nitriles, reductive amination of aldehydic and ketonic compounds. Gabrielphthalimide reaction, Hofmann bromamide reaction. Electrophilic aromatic substitution in aryl amines, reactions of amines with nitrous acid.</p>	11
III	<p>Ether & Epoxides</p> <p>Preparation and reactions of ethers and epoxides with acids. Reactions of epoxides with alcohols, ammonia derivatives.</p> <p>Synthesis of epoxides. Acid and base-catalyzed ring opening of epoxides, orientation of epoxide ring opening, reactions of Grignard and organolithium reagents with epoxides</p> <p>Diazonium Salts</p> <p>Mechanism of diazotisation, structure of benzene diazonium chloride, Replacement of diazo group by H, OH, F, Cl, Br, I, NO₂ and CN groups, reduction of diazonium salts to hydrazines, coupling reaction and its synthetic application.</p>	11
IV	<p>Synthetic Polymers</p> <p>Addition or chain-growth polymerization. Free radical vinyl polymerization, ionic vinyl polymerization, Ziegler-Natta polymerization and vinyl polymers. Condensation or step growth polymerization. Polyesters, polyamides, phenol formaldehyde resins. Natural and synthetic rubbers</p> <p>Synthetic Dyes</p> <p>Classification, Colour and constitution; Mordant and Vat Dyes; Chemistry of dyeing;</p> <p>Synthesis and applications of: Azo dyes–Methyl orange; Triphenyl methane dyes–Malachite green, Phthalein Dyes – Phenolphthalein; Natural dyes –structure elucidation and synthesis of Alizarin; Edible Dyes with examples.</p>	11
V*	<ol style="list-style-type: none"> 1. Detection of extra elements. 2. Functional group test for nitro, amine and amide groups. 3. Qualitative analysis of unknown organic compounds containing simple functional groups (alcohols, carboxylic acids, phenols and carbonyl compounds) 4. Preparation of derivatives of given compounds. 5. Conformation of given compounds with the help of IR & NMR spectra. 	30
Suggested Evaluation Methods		

<p>Internal Assessment:20+10*</p> <p>➤ Theory</p> <ul style="list-style-type: none"> ● Class Participation: 5 ● Seminar/presentation/assignment/quiz/class test etc.: 5 ● Mid-Term Exam: 10 <p>➤ Practicum</p> <ul style="list-style-type: none"> ● Class Participation: NA ● Seminar/Demonstration/Viva-voce/Lab records etc.: 10 ● Mid-Term Exam: NA 	<p>End Term Examination:</p> <p>50+20*</p>
<p>Part C-Learning Resources</p>	
<p>Recommended Books/e-resources/LMS:</p> <ol style="list-style-type: none"> 1. Organic Chemistry Volume II & III by Mukherji, Singh, Kapoor and Dass, Published by New Age International Pvt. Ltd., New Delhi. 2. Morrison, R. N.; Boyd, R. N. Organic Chemistry, Dorling Kindersley (India) Pvt. Ltd. (Pearson Education). 3. Finar, I. L. Organic Chemistry (Volume 1), Dorling Kindersley (India) Pvt. Ltd. (Pearson 75 Education). 4. Ahluwalia, V.K.; Bhagat, P.; Aggarwal, R.; Chandra, R. (2005), Intermediate for Organic Synthesis, I.K. International. 5. Solomons, T. W. G.; Fryhle, C. B.; Snyder, S. A. (2016), Organic Chemistry, 12th Ed., Wiley. 6. Flory, Paul J. Principles of polymer chemistry. (1953) Ithaca: Cornell University Press. 	

DSE-2**Session: 2024-25****Part A - Introduction**

Session: 2024-25			
Part A - Introduction			
Subject	Chemistry		
Semester	V		
Name of the Course	Elective Chemistry-V		
Course Code	B23-CHE-504		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	DSE-2		
Level of the course (As per Annexure-I)	300-399		
Pre-requisite for the course (if any)			
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> To understand the function of enzymes and their classification. To learn about energy biosystems. Get knowledge about pharmaceutical compounds and their therapeutic uses. To know about synthesis and chemical reactions of sulphur containing compound and polynuclear hydrocarbons. <hr/> <p>5*. Hand on practice to synthesize various compounds and determination of their melting points.</p>		
Credits	Theory	Practical	Total
	3	1	4
Contact Hours	3	2	5
Max. Marks:70+30* Internal Assessment Marks:20+10* End Term Exam Marks:50+20*	Examination Time:03 + 03* Hours		

Part B- Contents of the Course**Instructions for Paper- Setter**

Note: The examiner is requested to set nine questions in all, selecting two questions from each SECTION and one question (Question No.1) based on entire syllabus will consist of short answer type. All questions carry equal marks. The candidate is required to attempt five questions in all selecting one from each SECTION. Question No.1 is compulsory. Log table and non-programmable calculator is allowed.

Unit	Topics	Contact Hours
I	Enzymes Introduction, classification and characteristics of enzymes. Salient features of active site of enzymes. Mechanism of enzyme action (taking trypsin as example), factors affecting enzyme action, coenzymes and cofactors and their role in biological reactions,	12

	specificity of enzyme action (including stereospecificity), enzyme inhibitors and their importance, phenomenon of inhibition (competitive, uncompetitive and non-competitive inhibition including allosteric inhibition).	
II	<p>Concept of Energy Biosystems</p> <p>Cells obtain energy by the oxidation of foodstuff (organic molecules). Introduction to metabolism (catabolism, anabolism). ATP: The universal currency of cellular energy, ATP hydrolysis and free energy change.</p> <p>Agents for transfer of electrons in biological redox systems: NAD⁺, FAD.</p> <p>Conversion of food to energy: Outline of catabolic pathways of carbohydrate- glycolysis, fermentation, Krebs cycle. Overview of catabolic pathways of fat and protein. Caloric value of food, standard caloric content of food types.</p>	11
III	<p>Pharmaceutical Compounds</p> <p>Classification, structure and therapeutic uses of antipyretics: Paracetamol (with synthesis), Analgesics: Ibuprofen (with synthesis), Antimalarials: Chloroquine (with synthesis). An elementary treatment of Antibiotics and detailed study of chloramphenicol, Medicinal values of curcumin (haldi), azadirachtin (neem), vitamin C and antacid (ranitidine).</p>	11
IV	<p>Sulphur Containing Compounds</p> <p>Preparation and reactions of thiols, thioethers and sulphonic acids.</p> <p>Polynuclear Hydrocarbons</p> <p>Aromaticity of polynuclear hydrocarbons, structure elucidation of naphthalene; Preparation and properties of naphthalene, phenanthrene and anthracene.</p>	11
V*	<ol style="list-style-type: none"> 1. Detection of extra elements. 2. Functional group test for nitro, amine and amide groups. 3. Qualitative analysis of unknown organic compounds containing simple functional groups (alcohols, carboxylic acids, phenols and carbonyl compounds) 4. Preparation of derivatives of given compounds. 	30
Suggested Evaluation Methods		
<p>Internal Assessment:20+10*</p> <p>➤ Theory</p> <ul style="list-style-type: none"> ● Class Participation: 5 ● Seminar/presentation/assignment/quiz/class test etc.: 5 ● Mid-Term Exam: 10 <p>➤ Practicum</p> <ul style="list-style-type: none"> ● Class Participation: NA ● Seminar/Demonstration/Viva-voce/Lab records etc.: 10 ● Mid-Term Exam: NA 		<p>End Term Examination:</p> <p style="text-align: center;">50+20*</p>
Part C-Learning Resources		

Recommended Books/e-resources/LMS:

1. Organic Chemistry Volume I & II by Mukherji, Singh, Kapoor and Dass, Published by New Age International Pvt. Ltd., New Delhi.
2. Berg, J.M., Tymoczko, J.L. and Stryer, L. (2006) Biochemistry. VIth Edition. W.H. Freeman and Co.
3. Nelson, D.L., Cox, M.M. and Lehninger, A.L. (2009) Principles of Biochemistry. IV Edition. W.H. Freeman and Co.
4. Murray, R.K., Granner, D.K., Mayes, P.A. and Rodwell, V.W. (2009) Harper's Illustrated Biochemistry. XXVIII edition. Lange Medical Books/ McGraw-Hill

DSE-2

Session: 2024-25			
Part A - Introduction			
Subject	Chemistry		
Semester	V		
Name of the Course	Elective Chemistry-VI		
Course Code	B23-CHE-505		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VA C)	DSE-2		
Level of the course (As per Annexure-I)	300-399		
Pre-requisite for the course (if any)			
Course Learning Outcomes(CLO):	After completing this course, the learner will be able to: <ol style="list-style-type: none"> 1. To understand the basis concept about carboxylic acid & their derivatives. 2. To learn about synthesis and chemical reactions of amines. 3. Get knowledge about pharmaceutical compounds and their therapeutic uses. 4. To know about synthesis and chemical reactions of sulphur containing compound and polynuclear hydrocarbons. <hr/> 5*. To learn about different functional groups, identification of compounds and their derivatives.		
Credits	Theory	Practical	Total
	3	1	4
Contact Hours	3	2	5
Max. Marks:70+30*		Time:03 + 03*	
Internal Assessment Marks:20+10*			
End Term Exam Marks:50+20*			
Part B- Contents of the Course			
<u>Instructions for Paper- Setter</u>			
<p>Note: The examiner is requested to set nine questions in all, selecting two questions from each SECTION and one question (Question No.1) based on entire syllabus will consist of short answer type. All questions carry equal marks. The candidate is required to attempt five questions in all selecting one from each SECTION. Question No.1 is compulsory. Log table and non-programmable calculator is allowed.</p>			
Unit	Topics		Contact Hours

I	<p>Carboxylic Acids Nomenclature of Carboxylic acids, structure and bonding, physical properties, acidity of carboxylic acids, effects of substituents on acid strength. General methods of preparation of carboxylic acids. Reactions of carboxylic acids. Hell-Volhard-Zelinsky reaction. Reduction of carboxylic acids. Mechanism of decarboxylation.</p> <p>Carboxylic Acid Derivatives Nomenclature and structure of Carboxylic acid derivatives, Physical properties, relative reactivities of acyl derivatives, interconversion of acid derivatives by nucleophilic acyl substitution. Mechanisms of esterification and hydrolysis (acidic and basic).</p>	12
II	<p>Amines Structure and nomenclature of amines, physical properties. Separation of a mixture of primary, secondary and tertiary amines. Structural features affecting basicity of amines. Preparation of alkyl and aryl amines (reduction of nitro compounds, nitriles, reductive amination of aldehydic and ketonic compounds. Gabrielphthalimide reaction, Hofmann bromamide reaction). Electrophilic aromatic substitution in aryl amines, reactions of amines with nitrous acid.</p>	11
III	<p>Pharmaceutical Compounds Classification, structure and therapeutic uses of the followings: antipyretics: Paracetamol (with synthesis), Analgesics: Ibuprofen (with synthesis), Antimalarials: Chloroquine (with synthesis). Antibiotics: An elementary idea, Classification, Synthesis and uses of Penicillin-G, chloramphenicol, Medicinal values of curcumin (haldi), azadirachtin (neem), vitamin C and antacid (ranitidine).</p>	11
IV	<p>Sulphur Containing Compounds Preparation and reactions of thiols, thioethers and sulphonic acids. Polynuclear Benzenoid Aromatic Hydrocarbons Aromaticity of polynuclear hydrocarbons, structure elucidation of naphthalene; Preparation and properties of naphthalene, phenanthrene and anthracene.</p>	11
V*	<ol style="list-style-type: none"> 1. Detection of extra elements. 2. Functional group test for nitro, amine and amide groups. 3. Qualitative analysis of unknown organic compounds containing simple functional groups (alcohols, carboxylic acids, phenols and carbonyl compounds) 4. Preparation of derivatives of given compounds. 	30
Suggested Evaluation Methods		
<p>Internal Assessment: 20+10*</p> <p>➤ Theory</p> <ul style="list-style-type: none"> ● Class Participation: 5 ● Seminar/presentation/assignment/quiz/class test etc.: 5 ● Mid-Term Exam: 10 <p>➤ Practicum</p>		<p>End Term Examination:</p>

<ul style="list-style-type: none"> ● Class Participation: NA ● Seminar/Demonstration/Viva-voce/Lab records etc.: 10 ● Mid-Term Exam: NA 	50+20*
Part C-Learning Resources	
<p>Recommended Books/e-resources/LMS:</p> <ol style="list-style-type: none"> 1. Organic Chemistry Volume II by Mukherji, Singh, Kapoor and Dass, Published by New Age International Pvt. Ltd., New Delhi. 2. Morrison, R. N.; Boyd, R. N. Organic Chemistry, Dorling Kindersley (India) Pvt. Ltd. (Pearson Education). 3. Finar, I. L. Organic Chemistry (Volume 1), Dorling Kindersley (India) Pvt. Ltd. (Pearson 75 Education). 4. Ahluwalia, V.K.; Bhagat, P.; Aggarwal, R.; Chandra, R. (2005), Intermediate for Organic Synthesis, I.K. International. 5. Solomons, T. W. G.; Fryhle, C. B.; Snyder, S. A. (2016), Organic Chemistry, 12th Ed., Wiley. 6. Flory, Paul J. Principles of polymer chemistry.(1953) Ithaca: Cornell University Press. 7. Berg, J.M., Tymoczko, J.L. and Stryer, L. (2006) Biochemistry. VIth Edition. W.H. Freeman and Co. 8. Nelson, D.L., Cox, M.M. and Lehninger, A.L. (2009) Principles of Biochemistry. IV Edition.W.H. Freeman and Co. 9. Murray, R.K., Granner, D.K., Mayes, P.A. and Rodwell, V.W. (2009) Harper's Illustrated Biochemistry. XXVIII edition.Lange Medical Books/ McGraw-Hill 	

DSE-3**Session 2024-25****Part A- Introduction**

Session 2024-25			
Part A- Introduction			
Subject	Chemistry		
Semester	V		
Name of Course	Elective Chemistry-VII		
Course Code	B-23 CHE-506		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	DSE-3		
Level of Course (As per Annexure-I)	300-399		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Enable to understand the basis of quantum mechanics. 2. To learn about concept of transition between vibrational energy levels of diatomic molecules and understand the Raman effect and Raman Spectroscopy. 3. Get knowledge of transition between various types of energy levels and NMR and ESR spectroscopic investigations of molecules. 4. To understand the principles and electronic spectra of simple molecules. <hr/> <ol style="list-style-type: none"> 5*. Hand on practice in the investigations of distribution of solute in different solvents, degree of hydrolysis of organic salts. 		
Credits	Theory	Practical	Total
	3	1	4
Contact Hours	3	2	5
Max marks:70+30* Internal Assessment Marks:20+10* End Term Exam Marks:50+20*	Examination Time: 03+03* Hours		
Part B- Contents of the Course			

Instructions for Paper-Setter

Note: The examiner is requested to set nine questions in all, selecting two questions from each SECTION and one question (Question No.1) based on entire syllabus will consist of short answer type. All questions carry equal marks. The candidate is required to attempt five questions in all selecting one from each SECTION. Question No.1 is compulsory. Log table and non-programmable calculator is allowed.

Unit	Topics	Contact Hours
I	Quantum Mechanics-II Operators, Hermitian Operator and its properties, quantum mechanical derivation of Heisenberg's uncertainty Principal, derivation of time –dependent Schrodinger wave equation and its Application to calculate the wave function and energy of particle moving in three dimensional box, concept of Degree of Degeneracy.	11
II	Vibrational Spectroscopy Vibrational energy levels of simple Harmonic Oscillator, selection rules, Vibrational spectra of simple Harmonic Oscillator, Types of molecule showing vibrational spectra, Energy level of anharmonic oscillator, selection rules for the vibrational transitions in anharmonic oscillator, vibration rotational spectra of diatomic molecules. P, Q and R branches of vibration and rotational spectra, Intensities of lines in P and R branches, Results of the vibrational rotational spectrum. Elementary idea of vibrational transition of polyatomic molecules, Concept of isotopic effect by vibrational spectra. Raman Spectroscopy Introduction, Concept of Rayleigh and Raman lines, Raman Shift, Stokes' lines and Anti-stokes' lines, Concept of polarizability of molecule and Raman spectra, Types of molecules showing Raman Spectra, Explanation of Raman Effect in terms of polarizability, Quantum theory of pure rotational Raman spectra and spectral intensities of diatomic molecule and application. Rotational vibrational Raman Spectra of diatomic molecules. Advantage of Raman spectra over other spectroscopy. Experimental arrangement for Raman Spectra.	11
III	Nuclear Magnetic Resonance (NMR) Spectroscopy Principles of nuclear magnetic resonance, spin quantum number and angular momentum for the nucleus of (H, C, N, O and P), Concept of splitting of energy levels in a magnetic field, Concept of ESR spectra differ from NMR spectra for taking example of hydrogen, NMR technique/spectrometer, Interpretation of NMR spectra (Ethyl alcohol, Ethyl acetate, Acetone, Benzaldehyde), Chemical shift, shielding and deshielding of protons, nuclear spin-spin interaction, application of NMR spectra. Electronic Spin Resonance Spectroscopy (ESR) Concept of ESR spectra for unpaired electron, g factor, hyperfine	11

	structure in ESR spectra, selection rules, hyperfine splitting constant, predicting lines in ESR spectra for hydrogen atom, methyl radical with energy level diagram. Difference between NMR and ESR concept.	
IV	Electronic Spectra Features of Electronic spectroscopy, theory of electronic transition and band spectra, dissociation energy of molecule predicting from Electronic spectroscopy, Potential energy curves and Frank-Condon principle, electronic spectra of diatomic molecules, concept of parity, multiplicity of states, term symbol of diatomic molecules, selection rule, Molecular orbital energy level diagram of H ₂ , N ₂ , CO and O ₂ . Molecular orbitals involved in electronic transitions, concept of HOMO and LUMO and chromophores.	12
V*	1. To determine the distribution coefficient of following: I ₂ between CCl ₄ /Chloroform and water, Benzoic acid between benzene and water, succinic acid between benzene and water, succinic acid between ether and water. 2. To determine the degree of Hydrolysis and hydrolysis constant of (i) CH ₃ COONa and (ii) NH ₄ Cl. 3. To study the inversion of cane sugar in presence of HCl and H ₂ SO ₄ , and hence determine the relative strength of the acids.	30
Suggested Evaluation Methods		
Internal Assesment:20+10* <input type="checkbox"/> Theory <ul style="list-style-type: none"> ● Class Participation: 5 ● Seminar/Presentation/Assignment/Quiz/Class Test etc: 5 ● Mid Term Exam: 10 <input type="checkbox"/> Practicum <ul style="list-style-type: none"> ● Class Participation: NA ● Seminar/Demonstration/Viva-voce/Lab records etc: 10 ● Mid-Term Exam: NA 		End Term Examination: 50+20*
Part C- Learning Resources		
Recommended Books/e-resources/LMS: <ol style="list-style-type: none"> 1. Organic Chemistry Volume III by Mukherji, Singh, Kapoor and Dass, Published by New Age International Pvt. Ltd., New Delhi. 2. Banwell, C.N.; McCash, E.M. (2006), Fundamentals of Molecular Spectroscopy, Tata McGraw- Hill. 3. Kapoor, K.L. (2015), A Textbook of Physical Chemistry, McGraw Hill Education, Vol 4, 5th Edition, McGraw Hill Education. 4. Kakkar, R. (2015), Atomic & Molecular Spectroscopy, Cambridge University Press 5. Engel, T.; Reid, P. (2013), Quantum Chemistry and Spectroscopy, Pearson. 		

*Applicable for courses having Practical component

DSE-3**Session 2024-25****Part A- Introduction**

Session 2024-25			
Part A- Introduction			
Subject	Chemistry		
Semester	V		
Name of Course	Elective Chemistry-VIII		
Course Code	B-23 CHE-507		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	DSE-3		
Level of Course (As per Annexure-I)	300-399		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Understand the basics of quantum mechanical operators and investigate particle confined in three-dimensional box. 2. Able to solving Schrodinger Wave equation for Hydrogen like systems.. 3. Get the knowledge about Quantum mechanical formulation of VBT and MOT for diatomic molecule. 4. To understand the concept of adsorption and different adsorption isotherms <hr/> <p>5*. Hand on practice in the investigations of distribution of solute in different solvents, degree of hydrolysis of organic salts.</p>		
Credits	Theory	Practical	Total
	3	1	4
Contact Hours	3	2	5
Max marks:70+30* Internal Assessment Marks:20+10* End Term Exam Marks:50+20*	Examination Time: 03+03*		
Part B- Contents of the Course			
<u>Instructions for Paper-Setter</u>			
Note: The examiner is requested to set nine questions in all, selecting two questions from each SECTION and one question (Question No.1) based on entire syllabus will consist of short			

answer type. All questions carry equal marks. The candidate is required to attempt five questions in all selecting one from each SECTION. Question No.1 is compulsory. Log table and non-programmable calculator is allowed.

Unit	Topics	Contact Hours
I	Quantum Mechanics-II Operators, Hermitian Operator and its properties, quantum mechanical derivation of Heisenberg's uncertainty Principal, derivation of time –dependent Schrodinger wave equation and its Application to calculate the wave function and energy of particle moving in three dimensional box, concept of Degree of Degeneracy.	11
II	Quantum Mechanics-III (a) Application of Quantum mechanics to hydrogen like particles, Schrodinger wave equation (SWE) in terms of polar coordinates, SWE for H-like particles, separation of variables, Expression for angular spherical wave function and radial wave function, Expression for energy of H like particles.	11
III	Quantum Mechanics-III (b) Quantum numbers, calculation of quantum numbers from SWE, concept of orbitals, shapes of orbitals, calculation of energy from wave functions, energy for hydrogen molecular ion (H_2^+) and H_2 molecule. Elementary idea of variation method to obtain the correct wave function, Valence Bond Theory, Application of VBT to study of hydrogen molecule, Basics of MOT, linear combination of atomic orbitals (LCAO)- H_2^+ , Comparison of Bonding and Antibonding MO by graphical representation.	12
IV	Surface Chemistry Adsorption, types of adsorption, factors affecting adsorption, Mechanism of Adsorption, adsorption of gases by solids, adsorption isotherm, Freundlich, Langmuir and BET adsorption isotherm (including derivation). Specific surface area determination from Langmuir and BET adsorption isotherm.	11
V*	*To determine the distribution coefficient of following: I ₂ between CCl ₄ /Chloroform and water, Benzoic acid between benzene and water, succinic acid between benzene and water, succinic acid between ether and water. *To determine the degree of Hydrolysis and hydrolysis constant of (i) CH ₃ COONa and (ii) NH ₄ Cl. *To study the inversion of cane sugar in presence of HCl and H ₂ SO ₄ , and hence determine the relative strength of the acids.	30
Suggested Evaluation Methods		

<p>Internal Assessment:20+10*</p> <ul style="list-style-type: none"> □ Theory <ul style="list-style-type: none"> ● Class Participation: 5 ● Seminar/Presentation/Assignment/Quiz/Class Test etc: 5 ● Mid Term Exam: 10 □ Practicum <ul style="list-style-type: none"> ● Class Participation: NA ● Seminar/Demonstration/Viva-voce/Lab records etc: 10 ● Mid-Term Exam: NA 	<p>End Term Examination:</p> <p style="text-align: center;">50+20*</p>
<p>Part C- Learning Resources</p>	
<p>Recommended Books/e-resources/LMS:</p> <ol style="list-style-type: none"> 1. Quantum Chemistry, I.M. Levine, Prentice Hall 2. Quantum Chemistry, R. Prasad, New age international 3. Introduction to Quantum Chemistry, A.K. Chandra, Tata McGraw Hill 4. Physical Chemistry, P.W. Atkins, Oxford university press 5. Molecular Quantum Mechanics, P.W. Atkins and R.S. Friedman, Oxford University Press 	

*Applicable for courses having Practical component

DSE-3**Session 2024-25****Part A- Introduction**

Subject				Chemistry					
Semester				V					
Name of Course				Elective Chemistry-IX					
Course Code				B-23-CHE-508					
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)				DSE-3					
Level of Course (As per Annexure-I)				300-399					
Pre-requisite for the course (if any)									
Course Learning Outcomes (CLO):				<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Enable to understand quantum mechanical operators and solve Schrodinger wave equation for particle confined in three-dimensional box. 2. To understand the basics of vibrational spectroscopy of diatomic molecules. 3. To understand the concept and utility of Nuclear Magnetic Resonance (NMR) spectroscopy 4. To understand the concept ESR and Mossbauer spectroscopy. <p>5*. Hand on practice in the investigations of distribution of solute in different solvents, degree of hydrolysis of organic salts.</p>					
Credits				Theory		Practical		Total	
				3		1		4	
Contact Hours				3		2		5	
Max marks:70+30*				Time:03+03*					
Internal Assessment Marks:20+10*									
End Term Exam Marks:50+20*									
Part B- Contents of the Course									
Instructions for Paper-Setter									
<p>Note: The examiner is requested to set nine questions in all, selecting two questions from each SECTION and one question (Question No.1) based on entire syllabus will consist of short answer type. All questions carry equal marks. The candidate is required to attempt five questions in all selecting one from each SECTION. Question No.1 is compulsory. Log table and non-programmable calculator is allowed.</p>									
Unit			Topics					Contact Hours	

I	<p>Quantum Mechanics-II Operators, Hermitian Operator and its properties, quantum mechanical derivation of Heisenberg's uncertainty Principal, derivation of time –dependent Schrodinger wave equation and its application to calculate the wave function and energy of particle moving in three-dimensional box, concept of Degree of Degeneracy.</p>	11
II	<p>Vibrational Spectroscopy: Vibrational energy levels of simple Harmonic Oscillator, selection rules, Vibrational spectra of simple Harmonic Oscillator, Types of molecules showing vibrational spectra, Energy level of anharmonic oscillator, selection rules for the vibrational transitions in anharmonic oscillator, vibration rotational spectra of diatomic molecules. P, Q and R branches of vibration and rotational spectra, Intensities of lines in P and R branches, Results of the vibrational rotational spectrum. Elementary idea of vibrational transition of polyatomic molecules, Concept of isotopic effect by vibrational spectra.</p>	11
III	<p>Nuclear Magnetic Resonance (NMR) Spectroscopy: Principles of nuclear magnetic resonance, spin quantum number and angular momentum for the nucleus of (H, C, N, O and P), Concept of splitting of energy levels in a magnetic field, Concept of NMR spectra for hydrogen, NMR technique/spectrometer, Interpretation of NMR spectra (Ethyl alcohol, Ethyl acetate, Acetone, Benzaldehyde), Chemical shift, shielding and deshielding of protons, nuclear spin-spin interaction, application of NMR spectra.</p>	12
IV	<p>Electronic Spin Resonance Spectroscopy (ESR) Concept of ESR spectra for unpaired electron, g factor, hyperfine structure in ESR spectra, selection rules, hyperfine splitting constant, predicting lines in ESR spectra for hydrogen atom, methyl radical with energy level diagram. Difference between NMR and ESR concept.</p> <p>Mossbauer Spectroscopy Basic Principles of Mossbauer spectroscopy using example of iron nucleus, recoil energy, Doppler effect, Experimental arrangement of Mossbauer spectroscopy. Chemical shift.</p>	11
V*	<p>*To determine the distribution coefficient of following: I₂ between CCl₄/Chloroform and water, Benzoic acid between benzene and water, succinic acid between benzene and water, succinic acid between ether and water.</p> <p>*To determine the degree of Hydrolysis and hydrolysis constant of (i) CH₃COONa and (ii) NH₄Cl.</p> <p>*To study the inversion of cane sugar in presence of HCl</p>	30

	and H ₂ SO ₄ , and hence determine the relative strength of the acids.	
Suggested Evaluation Methods		
Internal Assessment:20+10* <ul style="list-style-type: none"> □ Theory <ul style="list-style-type: none"> ● Class Participation: 5 ● Seminar/Presentation/Assignment/Quiz/Class Test etc: 5 ● Mid Term Exam: 10 □ Practicum <ul style="list-style-type: none"> ● Class Participation: NA ● Seminar/Demonstration/Viva-voce/Lab records etc: 10 ● Mid-Term Exam: NA 		End Term Examination: 50+20*
Part C- Learning Resources		
Recommended Books/e-resources/LMS: <ol style="list-style-type: none"> 1. Organic Chemistry Volume III by Mukherji, Singh, Kapoor and Dass, Published by New Age International Pvt. Ltd., New Delhi. 2. Quantum Chemistry, I.M. Levine, Prentice Hall 3. Quantum Chemistry, R.K. Prasad, New age International 4. Introduction to Quantum Chemistry, A.K. Chandra, Tata McGraw Hill 5. Physical Chemistry, P.W. Atkins, Oxford university press 6. Molecular Quantum Mechanics, P.W. Atkins and R.S. Friedman, Oxford University Press 7. Kapoor, K.L. (2015), A Textbook of Physical Chemistry, McGraw Hill Education, Vol 4, 5th Edition, McGraw Hill Education. 8. Kakkar, R. (2015), Atomic & Molecular Spectroscopy, Cambridge University Press. 		

*Applicable for courses having Practical component

CC-6/ MCC-11**Session 2024-25****Part A- Introduction**

CC-6/ MCC-11			
Session 2024-25			
Part A- Introduction			
Subject	Chemistry		
Semester	VI		
Name of Course	Chemistry-VI		
Course Code	B-23-CHE-601		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	CC/MCC CC-6/MCC-11		
Level of Course (As per Annexure-I)	300-399		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Enable to understand the chemistry of bioinorganic molecules. 2. To learn about fundamentals of photochemistry and photophysical processes. 3. To understand the concept of IR and NMR spectroscopy of organic compounds. 4. Enable to understand the synthesis and other properties of amino acids, carbohydrates and their derivatives. <hr/> <p>5*. Hand on practice in preparation of organic/ inorganic compound, and determination of strength of various types of solutions using various instruments.</p>		
Credits	Theory	Practical	Total
	3	1	4
Contact Hours	3	2	5
Max marks:70+30* Internal Assessment Marks:20+10* End Term Exam Marks:50+20*	Examination Time:03+03* Hours		
Part B- Contents of the Course			
<u>Instructions for Paper-Setter</u>			
Note: The examiner is requested to set nine questions in all, selecting two questions from each			

SECTION and one question (Question No.1) based on entire syllabus will consist of short answer type. All questions carry equal marks. The candidate is required to attempt five questions in all selecting one from each SECTION. Question No.1 is compulsory. Log table and non-programmable calculator is allowed.

Unit	Topics	Contact Hours
I	<p>Bioinorganic chemistry</p> <p>Metal ions present in biological system, classification based on action (essential, non-essential, trace, toxic), Metalloporphyrins with special reference to haemoglobin and myoglobin. Biological role of Na^+, K^+, Ca^{+2}, Mg^{+2}, Fe^{+2} ions, Cooperativity effect, Bohr effect.</p>	12
II	<p>Photochemistry</p> <p>Interaction of radiation with matter, difference between thermal and photochemical process, Law of photochemistry: Lambert-Beer Law, Grothaus-Drapper Law, Stark Einstein Law (Law of photochemical equivalence) , calculation of integrated absorption coefficient from electronic spectra, oscillator strength, concept of singlet and triplet states, Jablonski diagram – depicting various process occurring in excited states including fluorescence , phosphorescence and non-radiative processes (internal conversion, intersystem crossing). Calculation of lifetime of excited states. Quantum Yield, Photosensitized reaction- energy transfer process (Simple example).</p>	11
III	<p>IR Spectroscopy</p> <p>Infrared (IR) absorption spectroscopy Molecular vibrations, Hooke's law, selection rules, intensity and position of IR bands, measurement of IR spectrum, fingerprint region, characteristic absorptions of various functional groups and interpretation of IR spectra of simple organic compounds.</p> <p>NMR Spectroscopy</p> <p>Principle of nuclear magnetic resonance, the PMR spectrum, number of signals, peak areas, equivalent and nonequivalent protons positions of signals and chemical shift, shielding and deshielding of protons, proton counting, splitting of signals and coupling constants, magnetic equivalence of protons. Discussion of PMR spectra of the molecules: ethyl bromide, n-propyl bromide, isopropyl bromide and 1,1-dibromoethane.</p>	11
IV	<p>Amino Acids, Peptides</p> <p>Amino acids, Peptides, and their classification. α-Amino Acids- Synthesis, ionic properties, and reactions. Zwitterions, pKa values, isoelectric point, and electrophoresis; Study of peptides: Synthesis of peptides using N-protecting, C-protecting, and C- activating groups.</p> <p>Carbohydrates</p> <p>Occurrence, classification, and their biological importance. Monosaccharides: Constitution and absolute configuration of glucose</p>	11

	and fructose, epimers and anomers, mutarotation, determination of ring size of glucose and fructose, Haworth projection and conformational structures; Interconversion of aldoses and ketoses; Killiani-Fischer synthesis and Ruff degradation.	
V*	<ol style="list-style-type: none"> To determine the strength of given acid solution (mono acid only) conductometrically. To determine the solubility and solubility product of sparingly soluble salt using conductometer. To determine the strength of given Mohr's salt solution using potentiometer. To determine the molecular weight of organic compound by Rast method. To determine the specific rotation of an optically active substance by polarimeter. To prepare a sample of p-bromoaniline from p-bromoacetanilide. To prepare a sample of cuprous chloride. To study the photochemical reaction of benzophenone and isopropyl alcohol. 	30
Suggested Evaluation Methods		
Internal Assesment:20+10* <ul style="list-style-type: none"> <input type="checkbox"/> Theory <ul style="list-style-type: none"> ● Class Participation: 5 ● Seminar/Presentation/Assignment/Quiz/Class Test etc: 5 ● Mid Term Exam: 10 <input type="checkbox"/> Practicum <ul style="list-style-type: none"> ● Class Participation: NA ● Seminar/Demonstration/Viva-voce/Lab records etc: 10 ● Mid-Term Exam: NA 		End Term Examination: 50+20*
Part C- Learning Resources		
Recommended Books/e-resources/LMS: <ol style="list-style-type: none"> Organic Chemistry Volume II & III by Mukherji, Singh, Kapoor and Dass, Published by New Age International Pvt. Ltd., New Delhi. Huheey, J.E.; Keiter, E.A., Keiter; R. L.; Medhi, O.K. (2009), Inorganic Chemistry Principles of Structure and Reactivity, Pearson Education. Atkins, P.W.; Overton, T.L.; Rourke, J.P.; Weller, M.T.; Armstrong, F.A. (2010), Inorganic Chemistry, 5th Edition, W. H. Freeman and Company Lee, J.D.; (2010), Concise Inorganic Chemistry, Wiley India. Pavia, D. (2015), Introduction to Spectroscopy, Fifth Edition, Cengage Learning India Pvt. Learning. Ahluwalia, V.K., Parashar, R.K. (2011), Organic Reaction Mechanisms, 4th Edition, Narosa Publishing House. Horspool, W.M. (1976) Aspects of Organic Photochemistry, Academic Press. Singh J, Awasthi S K, Singh J, Fundamentals of Organic Chemistry, Pragati Prakashan 		

- Meerut.
9. Kapoor, K.L. (2015), A Textbook of Physical Chemistry, Vol 3, 6th edition, McGraw Hill Education.
 10. Kapoor, K.L. (2015), A Textbook of Physical Chemistry, Vol 5, 6th Edition, McGraw Hill Education.
 11. Kuashik, S., Singh, A. (2023), Biomolecules: From Genes to Proteins, First Edition, Berlin, Boston: De Gruyter.
 12. DeMan, J.M., Finley, J.W., Hurst, W.J., Lee, C.Y. (2018), Principles of Food Chemistry, Fourth Edition, Springer.

*Applicable for courses having Practical component

MCC-12

Session: 2024-25

Part A - Introduction

Subject	Chemistry		
Semester	VI		
Name of the Course	Organic Chemistry-II		
Course Code	B23-CHE-602		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	MCC-12		
Level of the course (As per Annexure-I)	300-399		
Pre-requisite for the course (if any)			
Course Learning Outcomes(CLO):	After completing this course, the learner will be able to: <ol style="list-style-type: none"> 1. To understand about UV spectroscopy and analysis of UV spectra of organic compounds. 2. Get knowledge about NMR spectroscopy and to study NMR spectra of organic compounds. 3. To know about synthesis and chemical reactions of Organometallic compounds including Grignard reagents. 4. Get knowledge about synthesis and chemical reactions of heterocyclic compounds <hr/> 5*. Hand on practice to synthesize various compounds and determination of their melting points.		
Credits	Theory	Practical	Total
	3	1	4
Contact Hours	45	30	75
Max. Marks:70+30* Internal Assessment Marks:20+10* End Term Exam Marks:50+20*	Examination Time:03 + 03* Hours		

Part B- Contents of the Course

Instructions for Paper- Setter

Note: The examiner is requested to set nine questions in all, selecting two questions from each SECTION and one question (Question No.1) based on entire syllabus will consist of short answer type. All questions carry equal marks. The candidate is required to attempt five questions in all selecting one from each SECTION. Question No.1 is compulsory. Log table and non-programmable calculator is allowed.

Unit	Topics	Contact Hours
I	Ultraviolet (UV) absorption Spectroscopy Absorption laws (Beer-Lambert law), molar absorptivity, presentation and analysis of UV spectra, types of electronic transitions, effect of	12

	conjugation. Concept of chromophore and auxochrome. Bathochromic, hypsochromic, hyperchromic and hypochromic shifts. UV spectra of conjugated enes and λ_{max} of simple enones, Woodward-Fieser rules, calculation of λ_{max} of α,β -unsaturated ketones. α,β -conjugated dienes. Application of UV in structure determination.	
II	NMR Spectroscopy Introduction to PMR. Chemical Shift and factors affecting the Chemical Shift (Hydrogen bonding, inductive effect and Anisotropic effect) Discussion of PMR spectra of the molecules: ethyl bromide, n-propyl bromide, isopropyl bromide, 1,1-dibromoethane, ethanol, acetaldehyde, ethyl acetate, toluene, benzaldehyde, acetophenone, Nitrobenzene, Aniline, Phenol, benzoic acid, p-Toluic acid. Simple problems on PMR spectroscopy for structure determination of organic compounds.	11
III	Organometallic Compounds Organomagnesium compounds: the Grignard reagents-formation, structure and chemical reactions. Organozinc compounds: formation and chemical reactions. Organolithium compounds: formation and chemical reactions.	11
IV	Heterocyclic Compounds Introduction to condensed five and six-membered heterocycles compounds. Preparation and reactions of indole, quinoline and isoquinoline with special reference to Fisher indole synthesis, Skraup synthesis and Bischler-Napieralski synthesis. Mechanism of electrophilic substitution reactions of Indole, quinoline and isoquinoline.	11
V*	1. Preparation of 1,3,5-tribromobenzene from aniline. 2. Preparation of anthranilic acid from phthalic anhydride 3. Preparation of p-bromoaniline from acetanilide. 4. Preparation of triphenylmethyl bromide from triphenyl methane. 5. Preparation of benzoic acid from toluene/benzyl chloride. (Experiments should be carried out using minimum amount of chemicals)	30

Suggested Evaluation Methods

<p>Internal Assessment: 20+10*</p> <p>> Theory</p> <ul style="list-style-type: none"> ● Class Participation: 5 ● Seminar/presentation/assignment/quiz/class test etc.: 5 ● Mid-Term Exam: 10 <p>> Practicum</p> <ul style="list-style-type: none"> ● Class Participation: NA ● Seminar/Demonstration/Viva-voce/Lab records etc.: 10 ● Mid-Term Exam: NA 	<p>End Term Examination: 50+20*</p>
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Part C-Learning Resources

<p>Recommended Books/e-resources/LMS:</p> <ol style="list-style-type: none"> Organic Chemistry Volume II by Mukherji, Singh, Kapoor and Dass, Published by New Age International Pvt. Ltd., New Delhi.
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2. Pavia, D. (2015), Introduction to Spectroscopy, Fifth Edition, Cengage Learning India Pvt. Learning.
3. Scheinmann, F., Introduction to spectroscopic methods for identification of organic compounds, Volume 2, Pergamon Press.
4. Huheey, J.E.; Keiter, E.A., Keiter; R. L.; Medhi, O.K. (2009), Inorganic Chemistry Principles of Structure and Reactivity, Pearson Education.
5. Lee, J.D.; (2010), Concise Inorganic Chemistry, Wiley India.
6. Finar, I.L., (2012), Organic Chemistry Volume 1, 6th Edition, Pearson Education.
7. Singh J, Awasthi S K, Singh J, Fundamentals of Organic Chemistry, Pragati Prakashan Meerut.

DSE-4**Session 2024-25****Part A- Introduction**

Session 2024-25			
Part A- Introduction			
Subject	Chemistry		
Semester	VI		
Name of Course	Elective Chemistry-X		
Course Code	B-23-CHE-603		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	DSE-4		
Level of Course (As per Annexure-I)	300-399		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Get knowledge of theory and application of X-Ray and DLS techniques. 2. To understand the theory and application of UV, SEM & TEM techniques. Enable to understand the application of metals in bio-system. 3. Get knowledge about the quantitative analysis for unknown salts or its mixtures. 4 To learn about various separation techniques for different ions/compounds. <hr/> <ol style="list-style-type: none"> 5*. Hand on practice in preparation and estimation of some metal complexes. 		
Credits	Theory	Practical	Total
	3	1	4
Contact Hours	3	2	5
Max marks:70+30* Internal Assessment Marks:20+10* End Term Exam Marks:50+20*	Examination Time:03+03* Hours		
Part B- Contents of the Course			
<u>Instructions for Paper-Setter</u>			
Note: The examiner is requested to set nine questions in all, selecting two questions from each SECTION and one question (Question No.1) based on entire syllabus will consist of short answer type. All questions carry equal marks. The candidate is required to attempt five			

questions in all selecting one from each SECTION. Question No.1 is compulsory. Log table and non-programmable calculator is allowed.

Unit	Topics	Contact Hours
I	Characterization techniques of inorganic solids-I: Theories and applications of Powder X-ray Diffraction, Brunauer–Emmett–Teller (BET) surface area analyser, Dynamic Light Scattering (DLS)	11
II	Characterization techniques of inorganic solids-II: Theories and applications of UV-visible spectroscopy, Scanning Electron Microscopy (SEM), Transmission Electron Microscopy (TEM), IR and Fourier-Transform Infrared (FTIR) spectroscopy.	11
III	Quantitative Analysis Theory of quantitative analysis. Gravimetric analysis: Preparation, structure and geometry of Ni-Dimethyl glyoxime, role of ammonia in the preparation, calculation of expected yield. Preparation, structure and geometry of Cu-isothiocyanate complex.	11
IV	Separation techniques Solvent extraction: Classification, principle and efficiency of the technique. Qualitative aspects of solvent extraction: extraction of metal ions from aqueous solution and non-aqueous media. Chromatography: Classification, principle and efficiency of the technique, ion-exchange method.	12
V*	<ol style="list-style-type: none"> 1. Estimation of iron as Fe_2O_3 by precipitating iron as $\text{Fe}(\text{OH})_3$. 2. Preparation of potassium aluminium sulphate $\text{KAl}(\text{SO}_4)_2 \cdot 12\text{H}_2\text{O}$ (Potash alum), Potassium chromium sulphate $\text{KCr}(\text{SO}_4)_2 \cdot 12\text{H}_2\text{O}$ (Chrome alum). 3. Paper Chromatographic separation of following metal ion Ni(II) and Co(II) Fe(III) and Al(III). 4. Synthesis and purification of $[\text{Ni}(\text{diphenylamine})_4(\text{NO}_3)(\text{H}_2\text{O})](\text{NO}_3)_2$ from NiNO_3. 5. Synthesis and purification of $[\text{Ca}(\text{EDTA})]^{2-}$ complex. 6. Synthesis and purification of $[\text{Mg}(\text{EDTA})]^{2-}$ complex. 	30
Suggested Evaluation Methods		

<p>Internal Assessment:20+10*</p> <ul style="list-style-type: none"> □ Theory <ul style="list-style-type: none"> ● Class Participation: 5 ● Seminar/Presentation/Assignment/Quiz/Class Test etc: 5 ● Mid Term Exam: 10 □ Practicum <ul style="list-style-type: none"> ● Class Participation: NA ● Seminar/Demonstration/Viva-voce/Lab records etc: 10 ● Mid-Term Exam: NA 	<p>End Term Examination: 50+20*</p>
<p>Part C- Learning Resources</p>	
<p>Recommended Books/e-resources/LMS:</p> <ol style="list-style-type: none"> 1. West, A. R. (2014), Solid State Chemistry and Its Application, Wiley. 2. Smart, L. E.; Moore, E. A., (2012), Solid State Chemistry: An Introduction CRC Press Taylor & Francis. 3. Rao, C. N. R.; Gopalakrishnan, J. (1997), New Direction in Solid State Chemistry, Cambridge University Press 4. Poole Jr.; Charles P.; Owens, Frank J. (2003), Introduction to Nanotechnology, John Wiley and Sons 5 Solvent Extraction: Separation of Elements with Liquid Ion Exchangers by S.M. Khopkar, 2nd Edition, New Age International. 6 Basics and Techniques of Quantitative Analysis by Anup Kumar Shrivastava, 1st Edition. 7 Characterization Methods in Inorganic Chemistry by Mark T. Weller and Nigel A. Young, Oxford 	

*Applicable for courses having Practical component

DSE-4			
Session 2024-25			
Part A- Introduction			
Subject	Chemistry		
Semester	VI		
Name of Course	Elective Chemistry-XI		
Course Code	B-23-CHE-604		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	DSE-4		
Level of Course (As per Annexure-I)	300-399		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Enable to understand the role of dioxygen carriers and also synthetic model compounds 2. To learn about basic concept of ion exchange chromatography and their utilization. 3. Get knowledge about the concept of optical rotatory dispersion and circular dichroism. 4. To understand the various basics to synthesize the inorganic solids. <hr style="width: 20%; margin-left: auto; margin-right: auto;"/> <p>5*. Hand on practice in preparation and estimation of some metal complexes.</p>		
Credits	Theory	Practical	Total
	3	1	4
Contact Hours	3	2	5
Max marks:70+30* Internal Assessment Marks:20+10* End Term Exam Marks:50+20*	Examination Time: 03+03* Hours		
Part B- Contents of the Course			
<u>Instructions for Paper-Setter</u>			

Note: The examiner is requested to set nine questions in all, selecting two questions from each SECTION and one question (Question No.1) based on entire syllabus will consist of short answer type. All questions carry equal marks. The candidate is required to attempt five questions in all selecting one from each SECTION. Question No.1 is compulsory. Log table and non-programmable calculator is allowed.

Unit	Topics	Contact Hours
I	Bioinorganic Chemistry : Existence of Iron and its use in various bio-systems, Hemoglobin, Model compounds of dioxygen carrier, Myoglobin, cytochrome-C-oxidase ; Storage and transfer of iron,	11
II	Ion-exchange chromatography: basic concept of ion exchange chromatography, technique, instrumentation, Column, ion-exchange chromatography. Determination of ion exchange capacity of anion / cation exchange resin (using batch procedure if use of column is not feasible).	11
III	Circular Dichroism and Optical Rotatory Dispersion Polarized light, fundamental symmetry requirements, for optical activity, interaction of polarized light with optically active matter, optical rotation, Cotton effect, configuration of Tris-chelated complexes.	11
IV	Synthesis of inorganic solids: Conventional heat and heat method, Co-precipitation method, Sol-gel method, Hydrothermal method, Chemical vapor deposition (CVD), Ion-exchange and Intercalation method.	12
V*	7. Estimation of iron as Fe_2O_3 by precipitating iron as $\text{Fe}(\text{OH})_3$. 8. Preparation of potassium aluminium sulphate $\text{KAl}(\text{SO}_4)_2 \cdot 12\text{H}_2\text{O}$ (Potash alum), Potassium chromium sulphate $\text{KCr}(\text{SO}_4)_2 \cdot 12\text{H}_2\text{O}$ (Chrome alum). 9. Paper Chromatographic separation of following metal ion Ni(II) and Co(II) Fe(III) and Al(III). 10. Synthesis and purification of $[\text{Ni}(\text{diphenylamine})_4(\text{NO}_3)(\text{H}_2\text{O})](\text{NO}_3)_2$ from NiNO_3 . 11. Synthesis and purification of $[\text{Ca}(\text{EDTA})]^{2-}$ complex. 12. Synthesis and purification of $[\text{Mg}(\text{EDTA})]^{2-}$ complex.	30
Suggested Evaluation Methods		

<p>Internal Assessment:20+10*</p> <p>□ Theory</p> <ul style="list-style-type: none"> ● Class Participation: 5 ● Seminar/Presentation/Assignment/Quiz/Class Test etc: 5 ● Mid Term Exam: 10 <p>□ Practicum</p> <ul style="list-style-type: none"> ● Class Participation: NA ● Seminar/Demonstration/Viva-voce/Lab records etc: 10 ● Mid-Term Exam: NA 	<p>End Term Examination: 50+20*</p>
<p>Part C- Learning Resources</p>	
<p>Recommended Books/e-resources/LMS:</p> <ol style="list-style-type: none"> 1. Instrumental Methods of Analytical Chemistry by Willard, Merit and Dean, Settle. 2. Lippard, S.J.; Berg, J.M. (1994), Principles of Bioinorganic Chemistry, Panima Publishing Company. 3. Bioinorganic Chemistry- Inorganic Elements in the Chemistry of Life: An Introduction and Guide, 2nd Edition by Wolfgang Kaim, Brigitte Schwederski, Alex Klein. 4. Solvent Extraction: Separation of Elements with Liquid Ion Exchangers by S.M. Khopkar, 2nd Edition, New Age International. 5. Basics and Techniques of Quantitative Analysis by Anup Kumar Shrivastava, 1st Edition. 6. Rao, C. N. R.; Gopalakrishnan, J. (1997), New Direction in Solid State Chemistry, Cambridge University Press 7. 6. Poole Jr.; Charles P.; Owens, Frank J. (2003), Introduction to Nanotechnology, John Wiley and Sons 	

*Applicable for courses having Practical component

DSE-4**Session 2024-25****Part A- Introduction**

Part A- Introduction			
Subject	Chemistry		
Semester	VI		
Name of Course	Elective Chemistry-XII		
Course Code	B-23-CHE-605		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	DSE-4		
Level of Course (As per Annexure-I)	300-399		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Able to understand the composition of soil and their analysis 2. To know about the analysis of various food products 3. Have idea about analysis of cosmetics. 4. To know about basics of analytical chemistry. <hr/> <p>5*. Hand on practice in preparation and estimation of some metal complexes.</p>		
Credits	Theory	Practical	Total
	3	1	4
Contact Hours	3	2	5
Max marks:70+30* Internal Assessment Marks:20+10* End Term Exam Marks:50+20*	Time:03+03*		
Part B- Contents of the Course			
<u>Instructions for Paper-Setter</u>			
<p>Note: The examiner is requested to set nine questions in all, selecting two questions from each SECTION and one question (Question No.1) based on entire syllabus will consist of short answer type. All questions carry equal marks. The candidate is required to attempt five questions in all selecting one from each SECTION. Question No.1 is compulsory. Log table and non-programmable calculator is allowed.</p>			

Unit	Topics	Contact Hours
I	Analysis of Soil: Composition of soil, concept of pH and pH measurement, complexometric titrations, chelation, chelating agents, use of indicators (only theoretical based): 1. Determination of pH of Samples. 2. Estimation of calcium and magnesium ions as calcium carbonate by complexometric titrations.	11
II	Analysis of food products: Nutritional value of foods, idea about food processing and food preservatives and adulteration.	11
III	Analysis of Cosmetics: Major and minor chemical constituents and their function, analysis of deodorants and antiperspirants, Al, Zn, Boric acid, Chlorides and sulphate base. Determination of constituents of talcum powder, coriander powder and pulses.	11
IV	Quantitative Analysis Theory of quantitative analysis. Gravimetric analysis: Preparation, structure and geometry of Ni-Dimethyl glyoxime, role of ammonia in the preparation, calculation of expected yield. Preparation, structure and geometry of Cu-isothiocyanate complex.	12
V*	*Estimation of iron as Fe_2O_3 by precipitating iron as $\text{Fe}(\text{OH})_3$. *Preparation of potassium aluminium sulphate $\text{KAl}(\text{SO}_4)_2 \cdot 12\text{H}_2\text{O}$ (Potash alum), Potassium chromium sulphate $\text{KCr}(\text{SO}_4)_2 \cdot 12\text{H}_2\text{O}$ (Chrome alum). *Paper Chromatographic separation of following metal ion Ni(II) and Co(II) Fe(III) and Al(III). *Synthesis and purification of $[\text{Ni}(\text{diphenylamine})_4(\text{NO}_3)(\text{H}_2\text{O})](\text{NO}_3)_2$ from NiNO_3 . *Synthesis and purification of $[\text{Ca}(\text{EDTA})]^{2-}$ complex. *Synthesis and purification of $[\text{Mg}(\text{EDTA})]^{2-}$ complex.	30
Suggested Evaluation Methods		

<p>Internal Assessment: 20+10*</p> <p><input type="checkbox"/> Theory</p> <ul style="list-style-type: none"> ● Class Participation: 5 ● Seminar/Presentation/Assignment/Quiz/Class Test etc: 5 ● Mid Term Exam: 10 <p><input type="checkbox"/> Practicum</p> <ul style="list-style-type: none"> ● Class Participation: NA ● Seminar/Demonstration/Viva-voce/Lab records etc: 10 ● Mid-Term Exam: NA 	<p>End Term Examination:</p> <p>50+20*</p>
<p>Part C- Learning Resources</p>	
<p>Recommended Books/e-resources/LMS:</p> <ol style="list-style-type: none"> 1. Basics and Techniques of Quantitative Analysis by Anup Kumar Shrivastava, 1st Edition. 2. Willard, H.L. Merritt, L.L., Dean, J. & Settle, F.A. Instrumental methods of analysis, 7th Ed. Wadsworth publishing Co. Ltd., Belmont, California, USA, 1988. 3. Chemistry 6th ed., Saunders College Publishing, fort Worth (1992). 4. Harris, D.C. quantitative Chemical Analysis, W. H. Freeman. 5. Dean, J.A. Analytical Chemical Notebook, McGraw Hill. 	

DSE-5**Session 2024-25****Part A- Introduction**

Session 2024-25			
Part A- Introduction			
Subject	Chemistry		
Semester	VI		
Name of Course	Elective Chemistry-XIII		
Course Code	B-23-CHE-606		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	DSE-5		
Level of Course (As per Annexure-I)	300-399		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. To know the basic concepts of nuclear chemistry and various processes occurs during the nuclear reactions. 2. Have knowledge about basic of catalysis and their relative aspects. 3. To get information about colloidal state. 4. To learn about macromolecules and obtain basic knowledge of liquid crystals. <hr/> <p>5*. Hand on practice in study of optical properties and various kinetic parameters.</p>		
Credits	Theory	Practical	Total
	3	1	4
Contact Hours	3	2	5
Max marks:70+30* Internal Assessment Marks:20+10* End Term Exam Marks:50+20*	Examination Time: 03+03* Hours		
Part B- Contents of the Course			
<u>Instructions for Paper-Setter</u>			
Note: The examiner is requested to set nine questions in all, selecting two questions from each SECTION and one question (Question No.1) based on entire syllabus will consist of short answer type. All questions carry equal marks. The candidate is required to attempt five questions in all selecting one from each SECTION. Question No.1 is compulsory. Log table and non-			

programmable calculator is allowed.		
Unit	Topics	Contact Hours
I	<p>Nuclear Chemistry</p> <p>Radioactivity, rays from radioactive materials, Radioactive disintegration, Half-life period, Radioactive equilibrium. Steady State, Theory of Radioactivity, carbon dating, radioactive isotopes, radiochemical principle in the use of tracers, application of tracers in chemical investigation, physicochemical methods, age determination and agricultural applications.</p>	11
II	<p>Catalysis</p> <p>General characteristics of catalytic reactions, acid-base catalysis, enzyme catalysis, Michaelis-Menten equation, Effect of temperature on enzyme catalysis, heterogeneous catalysis, surface reactions, Kinetics of unimolecular surface reaction, pH-dependence of rate constants of catalyzed reactions. Autocatalysis.</p>	11
III	<p>Colloidal State:</p> <p>Colloids – Lyophilic and Lyophobic, properties of colloidal systems, Surfactants and its types, micelle formation, critical micelle concentration (CMC), factor affecting CMC, methods to determine CMC (electrical conductivity and surface tension), solubilization, emulsification - Emulsions, emulsifiers, factors determining stability of emulsions. Gels - Elastic and Non-elastic gels. Importance and applications of colloids.</p>	11
IV	<p>Macromolecules</p> <p>Polymers, Classification of polymers and examples, degree of polymerization, types of polymerization reactions with examples only, Molar mass of polymers: Number average method and weight average method and related numericals. Determination of molar mass of macromolecules by viscometry.</p> <p>Liquid Crystals</p> <p>Mesomorphic state, classification of liquid crystals and molecular arrangements in various states, applications of liquid crystals.</p>	12
V*	<ol style="list-style-type: none"> 1. Investigate the autocatalytic reaction between potassium permanganate and oxalic acid. 2. Study the kinetics of saponification of ethyl acetate by sodium hydroxide at two temperatures by conductance measurements, and hence determine the energy of activation of the reaction. 3. Determine the order of hydrolysis of ethyl acetate by sodium hydroxide. 4. Determine the velocity constant of hydrolysis of ethyl acetate by sodium hydroxide. 5. Determine the molar refractivity of ethyl acetate and benzene by Abbe's refractometer. 	30

	6. Determine the electron polarization and electron Polarizability of a liquid using Abbe's refractometer. 7. Determine the composition of an unknown mixture of two given liquids by refractive index measurements.	
Suggested Evaluation Methods		
Internal Assesment:20+10* <input type="checkbox"/> Theory <ul style="list-style-type: none"> ● Class Participation: 5 ● Seminar/Presentation/Assignment/Quiz/Class Test etc: 5 ● Mid Term Exam: 10 <input type="checkbox"/> Practicum <ul style="list-style-type: none"> ● Class Participation: NA ● Seminar/Demonstration/Viva-voce/Lab records etc: 10 ● Mid-Term Exam: NA 	End Term Examination: 50+20*	
Part C- Learning Resources		
Recommended Books/e-resources/LMS: <ol style="list-style-type: none"> 1. Arnikar, H.J., (1987), Second Edition, Essentials of Nuclear Chemistry, Wiley Blackwell Publishers. 2. Arnikar, H.J.; Rajurkar, N. S.,(2016) Nuclear Chemistry through Problems, New Age International Pvt. Ltd. 3. Kapoor, K.L. (2015), A Textbook of Physical Chemistry, Vol 3, 6th Edition, McGraw Hill Education. 4. Kapoor, K.L. (2015), A Textbook of Physical Chemistry, Vol 5, 3rd Edition, McGraw Hill Education. 5. Laidler K.J. (2003), Chemical Kinetics, 3rd Edition, Pearson Education India 6. Campbell, Ian M., (2000), Introduction to Synthetic Polymers, Second Edition, Oxford University Press, USA. 4. Bahadur, P. and Sastry, N.V. (2002) Principles of Polymer Science Narosa, New Delhi. 7. Khopkar, S.M. (2008), Basic Concepts of Analytical Chemistry, New Age International Publisher. 		

*Applicable for courses having Practical component

DSE-5**Session 2024-25****Part A- Introduction**

Part A- Introduction			
Subject	Chemistry		
Semester	VI		
Name of Course	Elective Chemistry-XIV		
Course Code	B-23-CHE-607		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	DSE-5		
Level of Course (As per Annexure-I)	300-399		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. To know the basic concepts of classical and quantum statistics. 2. Students may enable to understand the calculation of thermodynamic properties from statistics. 3. To get information of partition function and leads to get physical properties of systems. 4. To learn about the concept and qualitative treatment of simple harmonic oscillator and Rigid rotator. <hr/> <p>5* Hand on practice in study of Adsorption phenomenon and various kinetic parameters.</p>		
Credits	Theory	Practical	Total
	3	1	4
Contact Hours	3	2	5
Max marks:70+30* Internal Assessment Marks:20+10* End Term Exam Marks:50+20*	Examination Time:03+03* Hours		
Part B- Contents of the Course			

Instructions for Paper-Setter

Note: The examiner is requested to set nine questions in all, selecting two questions from each SECTION and one question (Question No.1) based on entire syllabus will consist of short answer type. All questions carry equal marks. The candidate is required to attempt five questions in all selecting one from each SECTION. Question No.1 is compulsory. Log table and non-programmable calculator is allowed.

Unit	Topics	Contact Hours
I	Statistical Mechanics: Concept of Classical statistics, Classical Statistical mechanics: Postulates, microcanonical, canonical, grand canonical ensembles; non-interacting examples. Statistical analysis of Maxwell-Boltzmann's distribution law. Quantum Statistical Mechanics: Concept of quantum statistics for distinguishable and indistinguishable molecules. Quantization effect in molecular gases, phonons, photons, degenerate quantum gases; Concept and statistical distribution of Fermions and Bosons.	11
II	Statistical Thermodynamics-I: Need for Statistical Thermodynamics, Significance of Boltzmann constant, thermodynamic probability, relationship between entropy and probability, partition function, expression for thermodynamic functions in terms of partition function, heat content, heat capacity at constant volume/constant pressure, entropy, Gibbs free energy and Helmholtz free energy, separation of partition function into translational, rotational, vibrational and electronic partition function.	11
III	Statistical Thermodynamics- II: Expression for translational, rotational and vibrational partition functions, Thermal de Broglie wavelength, characteristics rotational temperature, Relationship between internal energy and partition function, Thermodynamic functions, contribution of translational partition function to express translational energy; Sackur Tetrode equation, Contribution of rotational and vibrational partition function to express rotational/vibrational energy, heat content, heat capacity at constant volume/constant pressure, entropy, Helmholtz free energy and Gibbs free energy.	11
IV	Rigid rotator: Rigid rotator model for rotation of diatomic molecules, expression for energy levels, degree of degeneracy. Harmonic oscillator: Concept and qualitative treatment of simple harmonic oscillator model of vibrational motion, classical and quantum mechanical treatment for harmonic oscillation, results of harmonic oscillator. Expression for wave functions of harmonic oscillator (derivation included)	12

V*	8. Investigate the adsorption of oxalic acid from aqueous solutions by activated charcoal, and examine the validity of classical and Langmuir's adsorption isotherm. 9. Determine the adsorption isotherm of acetic acid from aqueous solution by charcoal. 10. Investigate the autocatalytic reaction between potassium permanganate and oxalic acid. 11. Study the kinetics of saponification of ethyl acetate by sodium hydroxide at two temperatures by conductance measurements, and hence determine the energy of activation of the reaction. 12. Determine the order of hydrolysis of ethyl acetate by sodium hydroxide. 13. Determine the velocity constant of hydrolysis of ethyl acetate by sodium hydroxide. 14. Study the inversion of cane sugar in presence of HCl and H ₂ SO ₄ acids, and hence determine the relative strength of the acids.	30
Suggested Evaluation Methods		
Internal Assessment:20+10* <input type="checkbox"/> Theory <ul style="list-style-type: none"> ● Class Participation: 5 ● Seminar/Presentation/Assignment/Quiz/Class Test etc: 5 ● Mid Term Exam: 10 <input type="checkbox"/> Practicum <ul style="list-style-type: none"> ● Class Participation: NA ● Seminar/Demonstration/Viva-voce/Lab records etc: 10 ● Mid-Term Exam: NA 		End Term Examination: 50+20*
Part C- Learning Resources		
Recommended Books/e-resources/LMS: <ol style="list-style-type: none"> 1. Kapoor, K.L. (2015), A Textbook of Physical Chemistry, McGraw Hill Education, Vol 4, 5th Edition, McGraw Hill Education. 2. House, J.E. (2004), Fundamentals of Quantum Chemistry, 2nd Edition, Elsevier. 3. McQuarrie, D.A. (2016), Quantum Chemistry, Viva Books. 4. Chandra, A. K. (2001), Introductory Quantum Chemistry, Tata McGraw-Hill. 5. House, J.E. (2004), Fundamentals of Quantum Chemistry, 2nd Edition, Elsevier. 6. Statistical Thermodynamics 2nd Edition M.C.Gupta. 		

*Applicable for courses having Practical component

DSE-5**Session 2024-25****Part A- Introduction**

Part A- Introduction			
Subject	Chemistry		
Semester	VI		
Name of Course	Elective Chemistry-XV		
Course Code	B-23-CHE-608		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	DSE-5		
Level of Course (As per Annexure-I)	300-399		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. To know the basic concepts of nuclear chemistry and various processes occurs during the nuclear reactions. 2. Have knowledge about basic of catalysis and their relative aspects. 3. To get information of partition function and leads to get physical properties of systems. 4. To learn about the concept and qualitative treatment of simple harmonic oscillator and Rigid rotator. <hr/> <p>5* Hand on practice in study of Adsorption phenomenon and various kinetic parameters.</p>		
Credits	Theory	Practical	Total
	3	1	4
Contact Hours	3	2	5
Max marks:70+30* Internal Assessment Marks:20+10* End Term Exam Marks:50+20*	Time: 03+03*		
Part B- Contents of the Course			

Instructions for Paper-Setter

Note: The examiner is requested to set nine questions in all, selecting two questions from each SECTION and one question (Question No.1) based on entire syllabus will consist of short answer type. All questions carry equal marks. The candidate is required to attempt five questions in all selecting one from each SECTION. Question No.1 is compulsory. Log table and non-programmable calculator is allowed.

Unit	Topics	Contact Hours
I	Nuclear Chemistry: Radioactivity, rays from radioactive materials, Radioactive disintegration, Half-life period, Radioactive equilibrium. Steady State, Theory of Radioactivity, carbon dating, radioactive isotopes, radiochemical principle in the use of tracers, application of tracers in chemical investigation, physicochemical methods, age determination and agricultural applications.	11
II	Catalysis General characteristics of catalytic reactions, acid-base catalysis, enzyme catalysis, Michaelis-Menten equation, Effect of temperature on enzyme catalysis, heterogeneous catalysis, surface reactions, Kinetics of unimolecular surface reaction, pH-dependence of rate constants of catalyzed reactions. Autocatalysis.	11
III	Statistical Thermodynamics-I: Need for Statistical Thermodynamics, thermodynamic probability, relationship between entropy and probability, partition function, expression for thermodynamic functions in terms of partition function, heat content, heat capacity at constant volume and at constant pressure, entropy, Helmholtz free energy and Gibbs free energy, separation of partition function into translational, rotational, vibrational and electronic partition function. Expression for translational, rotational and vibrational partition functions.	11
IV	Rigid rotator: Rigid rotator model for rotation of diatomic molecules, expression for energy levels, degree of degeneracy. Harmonic oscillator: Concept and qualitative treatment of simple harmonic oscillator model of vibrational motion, classical and quantum mechanical treatment for harmonic oscillation, results of harmonic oscillator. Expression for wave functions of harmonic oscillator (derivation included)	12
V*	*Investigate the adsorption of oxalic acid from aqueous solutions by activated charcoal, and examine the validity of classical and Langmuir's adsorption isotherm. *Determine the adsorption isotherm of acetic acid from	30

	<p>aqueous solution by charcoal.</p> <p>*Investigate the autocatalytic reaction between potassium permanganate and oxalic acid.</p> <p>*Study the kinetics of saponification of ethyl acetate by sodium hydroxide at two temperatures by conductance measurements, and hence determine the energy of activation of the reaction.</p> <p>*Determine the order of hydrolysis of ethyl acetate by sodium hydroxide.</p> <p>*Determine the velocity constant of hydrolysis of ethyl acetate by sodium hydroxide.</p> <p>*Study the inversion of cane sugar in presence of HCl and H₂SO₄ acids, and hence determine the relative strength of the acids.</p>	
Suggested Evaluation Methods		
<p>Internal Assesment:20+10*</p> <p><input type="checkbox"/> Theory</p> <ul style="list-style-type: none"> ● Class Participation: 5 ● Seminar/Presentation/Assignment/Quiz/Class Test etc: 5 ● Mid Term Exam: 10 <p><input type="checkbox"/> Practicum</p> <ul style="list-style-type: none"> ● Class Participation: NA ● Seminar/Demonstration/Viva-voce/Lab records etc: 10 ● Mid-Term Exam: NA 	<p>End Term Examination:</p> <p>50+20*</p>	
Part C- Learning Resources		
<p>Recommended Books/e-resources/LMS:</p> <ol style="list-style-type: none"> 1. Kapoor, K.L. (2015), A Textbook of Physical Chemistry, McGraw Hill Education, Vol 4, 5th Edition, McGraw Hill Education. 2. House, J.E. (2004), Fundamentals of Quantum Chemistry, 2nd Edition, Elsevier. 3. McQuarrie, D.A. (2016), Quantum Chemistry, Viva Books. 4. Chandra, A. K. (2001), Introductory Quantum Chemistry, Tata McGraw-Hill. 5. House, J.E. (2004), Fundamentals of Quantum Chemistry, 2nd Edition, Elsevier 6. Statistical thermodynamics 2nd Edition M.C.GUPTA 7. Arnikar, H.J.; Rajurkar, N. S.,(2016) Nuclear Chemistry through Problems, New Age International Pvt. Ltd. 8. Kapoor, K.L. (2015), A Textbook of Physical Chemistry, Vol 3, 6th Edition, McGraw Hill Education. 		

*Applicable for courses having Practical component

CC-H1

Session 2025-26			
Part A- Introduction			
Subject	Chemistry		
Semester	VII		
Name of Course	Physical Chemistry-III		
Course Code	B-23-CHE-701		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	CC/MCC CC-H1		
Level of Course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: <ol style="list-style-type: none"> 1. Enable to understand the partial molar properties and its use in calculating thermodynamic properties. 2. To learn about role of activity and fugacity for predicting thermodynamic properties and learn about surface chemistry. 3. Get knowledge about the various theories of reaction rate and models to measure order of reaction. 4. To understand the Debye-Huckel theory for ion-ion interaction in weak and strong electrolytic systems. 		
Credits	Theory	Practical	Total
	4	0	4
Contact Hours	4	0	4
Max. Marks: 100 Internal Assessment Marks: 30 End Term Exam Marks: 70	Examination Time: 03 Hours		
Part B- Contents of the Course			
<u>Instructions for Paper-Setter</u>			
<p>Note:The examiner is requested to set nine questions in all, selecting two questions from each SECTION and one question (Question No. 1) based on entire syllabus will consist of short answer type. All questions carry equal marks. The candidate is required to attempt five questions in all selecting one from each SECTION. Question No. 1 is compulsory. Log table and non-programmable calculator is allowed.</p>			

Unit	Topics	Contact Hours
I	<p>Partial Molar Properties Recapitulation of thermodynamic laws, Partial molar quantities, chemical potential and Gibbs-Duhem equation, variation of chemical potential with temperature and pressure, chemical potential for an ideal gas, chemical potential of ideal gas mixture(s), determination of partial molar volume, thermodynamic functions of mixing (free energy, entropy, volume and enthalpy), concept of escaping tendency and chemical potential.</p>	15
II	<p>Real Gases: Concept of Fugacity and Activity Concept of fugacity, methods for determining the fugacity of a real gas, its variation with temperature and pressure, activity, choice of standard states, dependence of activity on temperature and pressure, determination of activity by (i) measurement of vapour pressure, (ii) distribution of solute between two immiscible solvents and (iii) emf measurement.</p> <p>Surface Chemistry and Catalysis Gibbs adsorption equation, Langmuir adsorption isotherm (LAI) and its derivation for non-dissociative and dissociative adsorption, Heterogeneous catalysis, Kinetics of Bimolecular surface reactions using LAI for different cases. Catalysis for environment protection – catalytic convertor for automobiles.</p>	15
III	<p>Chemical Kinetics Collision theory of reaction rates, the steric requirement, Arrhenius equation and activated complex theory (ACT), Equilibrium hypothesis, Statistical mechanics and Chemical Equilibrium, Comparison of Collision and Activation complex theory, Potential energy surfaces (Only basic Idea), Thermodynamic formulation of activated complex theory, Chain reactions (hydrogen-halogen reaction), Unimolecular reactions: Lindemann-Christiansen Hypothesis, Hishelwood treatment.</p>	15
IV	<p>Electrochemistry Debye-Hückel theory of ion-ion interaction and activity coefficient, applicability and limitations of Debye-Hückel limiting law, its modification for finite-sized ions, effect of ion-solvent interaction on activity coefficient. Physical significance of activity coefficients, mean activity coefficient of an electrolyte.</p> <p>Debye-Huckel-Onsager (D-H-O) theory of electrolytic conductance, Debye-Falkenhagen effect, Wein effect. D-H-O equation - its applicability and limitations, Pair-wise association of ions (Bjerrum treatment), Modification of D-H-O theory to account for ion-pair formation.</p>	15
Evaluation:		

<p>Internal Assessment: 30</p> <p>□ Theory</p> <ul style="list-style-type: none"> ● Class Participation: 5 ● Seminar/presentation/assignment/quiz/class test etc: 10 ● Mid Term Exam: 15 	<p>End Term Examination:</p> <p style="text-align: center;">70</p>
<p>Part C- Learning Resources</p>	
<p>Recommended Books/e-resources/LMS:</p> <ol style="list-style-type: none"> 1. An Introduction to Chemical Thermodynamics, R.P. Rastogi and R.R. Misra, Vikas Pub. 2. Physical Chemistry, P.W. Atkins, Oxford University Press. 3. Thermodynamics for Chemists, S. Glasstone, Affiliated East-West Press. 4. Thermodynamics, I.M. Klotz and R.M. Rosenbers, Benzamin. 5. Chemical Kinetics, K.J. Laidler, McGraw Hill. 6. Kinetics and Mechanism, A. A. Frost and R.G. Pearson, John Wiley and Sons. 7. Electrochemistry, S. Glasstone, Affiliated East-West Press. 8. Physical Chemistry, G.W. Castellan, Narosa. 9. Heterogeneous Catalysis: Fundamentals and Applications, Julian R.H. Ross, Wiley-VCH; 2nd, Revised and Enlarged Edition edition (October 1, 2007). 10. Concepts of Modern Catalysis and Kinetics, I. Chorkendorff and J. W. Niemantsverdriet. 	

CC-H2**Session 2025-26****Part A- Introduction**

Subject	Chemistry		
Semester	VII		
Name of Course	Inorganic Chemistry-III		
Course Code	B-23-CHE-702		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	CC/MCC CC-H2		
Level of Course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. To understand advanced symmetry concepts of chemical molecules and its applications, identify the axis, plane, center and point group, polarity, dipole moment, product of symmetry operation and character table of chemical compounds. 2. To have an idea about Stereochemistry and Bonding in Main Group Compounds 3. Get knowledge about the Stepwise and overall formation constants and their interaction, Substitution reactions in octahedral complexes, theories of trans effect with example of Pt(II) complex 4. To understand the basic idea of Crystal field theory and MOT with octahedral, tetrahedral and square planar complexes 		
Credits	Theory	Practical	Total
	4	0	4
Contact Hours	4	0	4
Max. Marks: 100 Internal Assessment Marks: 30 End Term Exam Marks: 70	Examination Time: 03 Hours		
Part B- Contents of the Course			

Instructions for Paper-Setter

Note: The examiner is requested to set nine questions in all, selecting two questions from each SECTION and one question (Question no. 1) based on entire syllabus will consist of short answer type. All questions carry equal marks. The candidate is required to attempt five questions in all selecting one from each SECTION. Question No. 1 is compulsory. Log table and non-programmable calculator is allowed.

Unit	Topics	Contact Hours
I	<p>Symmetry and Group Theory in Chemistry</p> <p>Definitions of group, subgroup, relation between orders of a finite groups and its subgroups. Conjugacy relation and classes. Symmetry elements and symmetry operations, Point symmetry group. Schönflies symbols, representations of groups by matrices (representation for the C_n, C_{nv}, C_{nh}, D_{nh} etc. groups to be worked out explicitly). Character of a representation, reducible and irreducible representations. The great orthogonality theorem (without proof) and its importance, Derivation of character tables of C_{2v} and C_{3v} Character tables and their use. Molecular asymmetry, dissymmetry and optical activity.</p>	15
II	<p>Stereochemistry and Bonding in Main Group Compounds.</p> <p>VSEPR Theory, Walsh diagrams (Tri-atomic molecules), $d\pi$-$p\pi$ bonds, Bent rule and energetic of hybridization, Huckel theory with reference to ethylene and butadiene, Some simple substitution reactions of covalently bonded molecules of boron, silicon and nitrogen.</p>	15
III	<p>Metal-Ligand Equilibria in Solution</p> <p>Stepwise and overall formation constants and their interaction, trends in stepwise constants, factors affecting the stability of metal complexes with reference to the nature of metal ion and ligand, chelate effect and its thermodynamic origin, determination of binary formation constants by pH-metry and spectrophotometry.</p> <p>Substitution reactions in octahedral complexes, theories of trans effect with respect to Pt(II) complexes. inert and labile complexes.</p>	15
IV	<p>Metal-Ligand Bonding</p> <p>Crystal field theory and its limitation, crystal field effects, Jahn Teller distortion, nephelauxetic series, spin-orbital coupling, molecular orbital theory of octahedral, tetrahedral and square planar complexes (with and without π-bonding).</p>	15
Evaluation:		
<p>Internal Assesment:30</p> <p><input type="checkbox"/> Theory</p> <ul style="list-style-type: none"> ● Class Participation: 5 ● Seminar/presentation/assignment/quiz/class test etc: 10 ● Mid Term Exam: 15 		<p>End Term Examination:</p> <p style="font-size: 1.2em;">70</p>

Part C- Learning Resources

Recommended Books/e-resources/LMS:

1. Advanced Inorganic Chemistry, F.A. Cotton and Wilkinson, John Wiley.
2. Inorganic Chemistry, J.E. Huheey, Harper & Row.
3. Chemical Applications of Group Theory; F.A. Cotton, Wiley, New York.
4. Chemistry of the Elements, N.N. Greenwood and A. Earnshaw, Pergamon.
5. The Chemical bond; J. N. Murrell, SFA Kettle and J.M. Tedder; Wiley, New York.
6. Modern Aspects of Inorganic Chemistry; H. J. Emeleus and Sharpe.
7. Concepts and Models of Inorganic Chemistry; B. Douglas, D.H. McDaniel and J. J. Alexander; John Wiley and Sons.
8. Inorganic Chemistry, A Modern Introduction; T Moeller, John Wiley and Sons.
9. Principles of Inorganic Chemistry; B. R. Puri, L. R. Sharma, K. C. Kalia
10. Advanced Inorganic Chemistry, Vol.II; Satya Prakash, G.D. Tuli, S. K. Basu, R. D. Madan.

CC-H3**Session 2025-26****Part A- Introduction**

Session 2025-26			
Part A- Introduction			
Subject	Chemistry		
Semester	VII		
Name of Course	Organic Chemistry-III		
Course Code	B-23-CHE-703		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	CC/MCC CC-H3		
Level of Course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. To understand the general aspects (theoretical and experimental) of organic reaction mechanism and reaction intermediates. 2. To understand mechanistic details of aliphatic nucleophilic substitution reactions and elimination reactions. 3. To understand the stereo-chemical terms and conformational aspects in cyclic and acyclic system. 4. To understand the important stereochemical terms and aspects related to asymmetric synthesis. Idea about conformations of sugars and decalins. 		
Credits	Theory	Practical	Total
	4	0	4
Contact Hours	4	0	4
Max. Marks: 100 Internal Assessment Marks: 30 End Term Exam Marks: 70	Examination Time: 03 Hours		
Part B- Contents of the Course			
<u>Instructions for Paper-Setter</u>			
<p>Note:The examiner is requested to set nine questions in all, selecting two questions from each SECTION and one question (Question no. 1) based on entire syllabus will consist of short answer type. All questions carry equal marks. The candidate is required to attempt five questions in all selecting one from each SECTION. Question No. 1 is compulsory. Log table and non-programmable calculator is allowed.</p>			

Unit	Topics	Contact Hours
I	<p>Reaction Mechanism: Structure and Reactivity</p> <p>Types of mechanisms, types of reactions, thermodynamic and kinetic requirements, effect of structure on reactivity - resonance and field effects, steric effect, quantitative treatment: The Hammett equation and linear free energy relationship an elementary Idea. Kinetic and thermodynamic control, Hammond's postulate, Curtin-Hammett principle. Potential energy diagrams, transition states and intermediates. Generation, structure, stability and reactivity of carbocations, carbanions, carbenes and nitrenes.</p>	15
II	<p>Mechanism of Nucleophilic Aliphatic Substitution</p> <p>The limiting cases SN^1 and SN^2, detailed mechanistic description and borderline mechanisms, nucleophilicity and solvent effects, ambident nucleophiles, hard and soft nucleophiles and electrophiles, leaving group effects, steric and other substituent effects on substitution and ionization rates, stereochemistry of nucleophilic substitution. SN^1, SN^1, SN^2 and SN^i mechanisms.</p> <p>Mechanism of Elimination Reactions</p> <p>The E1, E1cB and E2 mechanisms, Orientation Effects in Elimination Reactions, Saytzeff and Hoffman rules, Stereochemistry of E2 Elimination Reaction and Eclipsing Effects in E2 Eliminations, Dehydration of Alcohols, Pyrolytic eliminations.</p>	15
III	<p>Stereochemistry-I</p> <p>Symmetry elements, D-L, R-S, E-Z and threo-erythro nomenclature, interconversion of Fischer, Newman, Sawhorse and flying wedge formulae. Conformational analysis, enantiomerism and diastereomerism of simple, cyclic (chair and boat conformation) and acyclic systems. Axial and planer chirality, optical isomerism in allenes, biphenyls (atropoisomerism), spiranes, hemispiranes. Elementary ideas about stereochemistry of tertiary amines, quaternary ammonium salts. (Use of molecular models for better understanding of stereochemistry).</p>	15
IV	<p>Stereochemistry –II</p> <p>Topicity of ligands and faces, their nomenclature and prostereoisomerism, stereogenicity, chirogenicity, pseudoasymmetry and prochiral centre. stereospecific and stereoselective reaction. Elementary idea of principle categories of asymmetric synthesis, Cram's rule and Prelog rule. Stereochemistry of sugars- C1 and 1C conformations of hexoses, homomorphous sugars, abnormal mutarotation and Δ-2 instability factor. Stereochemistry of decalins.</p>	15
Evaluation:		

<p>Internal Assessment:30</p> <p>□ Theory</p> <ul style="list-style-type: none"> ● Class Participation: 5 ● Seminar/presentation/assignment/quiz/class test etc: 10 ● Mid Term Exam: 15 	<p>End Term Examination:</p> <p style="text-align: center;">70</p>
<p>Part C- Learning Resources</p>	
<p>Recommended Books/e-resources/LMS:</p> <ol style="list-style-type: none"> 1. Organic Chemistry Volume I by Mukherji, Singh, Kapoor and Dass, Published by New Age International Pvt. Ltd., New Delhi. 2. Reaction Mechanism in Organic Chemistry by Mukherji and Singh revised by S.P. Singh and Om Prakash published by Laxmi Publication, New Delhi. 3. Advanced Organic Chemistry Reactions, Mechanism and Structure, Jerry March, John Wiley. 4. Advanced Organic Chemistry, F. A. Carey and R. J. Sundberg, Plenum. 5. A Guide Book to Mechanism in Organic Chemistry, Peter Sykes, Longman. 6. Structure and Mechanism in Organic Chemistry, C. K. Ingold, Cornell University Press. 7. Organic Chemistry, R. T. Morrison and R. N. Boyd, Prentice-Hall. 8. Modern Organic Reactions, H. O. House, Benjamin. 9. Principles of Organic Synthesis, R. O. C. Norman and J. M. Coxon, Blackie Academic & Professional. 10. Reaction Mechanism in Organic Chemistry, S. M. Mukherji and S. P. Singh, Macmillan. 11. Stereochemistry of Organic Compounds, D. Nasipuri, New Age International. 12. Stereochemistry of Organic Compounds, P.S, Kalsi, New Age International. 13. Stereochemistry of Organic compounds, E.L. Elien, Mc Graw Hills, 1962. 	

DSE –H1**Session 2025-26****Part A- Introduction**

Part A- Introduction			
Subject	Chemistry		
Semester	VII		
Name of Course	Advance Chemistry-I		
Course Code	B-23-CHE-704		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	DSE-H1		
Level of Course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. To explain definitions of vectors, representation, properties and mathematical operations of vectors. 2. To discuss need, theory and applications of logarithms, execute the knowledge in solving general and chemical problems. 3. Be able to represent equations graphically and perform curve fitting for least squares method, perform binomial expansion. 4. To explain rules of differentiation and be able to find out the derivative of a function by applying various methods of differentiation. 		
Credits	Theory	Practical	Total
	4	0	4
Contact Hours	4	0	4
Max. Marks: 100 Internal Assessment Marks: 30 End Term Exam Marks: 70	Examination Time: 03 Hours		
Part B- Contents of the Course			
<u>Instructions for Paper-Setter</u>			
<p>Note: The examiner is requested to set nine questions in all, selecting two questions from each SECTION and one question (Question no. 1) based on entire syllabus will consist of short answer type. All questions carry equal marks. The candidate is required to attempt five questions in all selecting one from each SECTION. Question No. 1 is compulsory. Log table and non-programmable calculator is allowed.</p>			

Unit	Topics	Contact Hours
I	<p>Vectors Examples of scalar and vectors, definitions of vectors in two, three spaces, representation and simple properties of vectors, addition and subtraction of vectors, vector addition by the method of triangles, resolution of vectors into rectangular components, addition of vectors by components, multiplication and differentiation of vectors. Scalar product of vectors, vector product, concept of normalization, orthogonality and complete set of unit vectors. Illustration of applications to spectroscopy and quantum chemistry.</p>	15
II	<p>Logarithm Need for logarithm in chemistry. Theory and application of logarithms for solving general and chemical problems.</p> <p>Graphical Representation of Equations Rectangular coordinates, straight lines, slope and intercept of the equation, slope and point equation, two point equation, parallel lines, points of intersection, distance between two points, change of origin. Examples from problems in chemistry, curve fitting for least squares method.</p>	15
III	<p>Elements of Algebraic and Trigonometric Functions The binomial expansion, some example from chemistry, sines, cosines and tangents, trigonometric identities, polar coordinates in trigonometric functions.</p> <p>Differential Calculus Theory, graphical significance of differentiation, rules of differentiation, Algebraic simplification, Partial differentiation, Exact and inexact differential with their application to thermodynamic principles.</p>	15
IV	<p>Integral Calculus Integral theory, methods of integration, viz. algebraic simplifications, integration by substitution, integration by parts, integration by partial fractions, integration between limits, curve sketching, integral as area, , Illustration of application in chemistry.</p> <p>Differential Equation Simple differential equations, separable variables, homogeneous equations, exact differential equations, linear differential equations, partial differential equations, application to physico-chemical problems.</p>	15
Evaluation:		
<p>Internal Assesment:30</p> <p><input type="checkbox"/> Theory</p> <ul style="list-style-type: none"> ● Class Participation: 5 ● Seminar/presentation/assignment/quiz/class test etc: 10 ● Mid Term Exam: 15 		<p>End Term Examination: 70</p>

Part C- Learning Resources

Recommended Books/e-resources/LMS:

1. Mathematical Preparation for Physical Chemistry, F. Daniels, McGraw Hill.
2. Mathematical Preparation for General Physics, J.B. Marian, R.C. Davidson Saunder Company.
3. Mathematical Methods for Science Students, G. Stephemen, ELBS.
4. Chemical Thermodynamics, C.E. Reid, Mc Graw Hills, College 0th Edition.

DSE –H1**Session 2025-26****Part A- Introduction**

Part A- Introduction			
Subject	Chemistry		
Semester	VII		
Name of Course	Advance Chemistry-II		
Course Code	B-23-CHE-705		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	DSE-H1		
Level of Course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLOs):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. To describe the prokaryotic and eukaryotic cell Structure, metabolic processes occurring in cell. Able to discuss the Carbohydrate metabolism-glycolysis, Krebs cycle, glycogenolysis, glycogenesis pentose phosphate pathway and gluconeogenesis. 2. To analyze the structure and functions of fatty acids, triacylglycerols, glycerophospholipids, sphingolipids, cholesterol, bile acids. β-oxidation of fatty acid, Fluid mosaic mode of cell membrane. 3. To understand enzymatic and chemical cleavage of polypeptide chain, sequencing of amino acids in a polypeptide segment, Sanger method, Edman degradation method, concept of denaturation of proteins. 4. To know the concept of the amino acids, peptides and proteins. Able to describe the primary, secondary structure of proteins and forces responsible for holding these structures. 		
Credits	Theory	Practical	Total
	4	0	4
Contact Hours	4	0	4
Max. Marks: 100 Internal Assessment Marks: 30 End Term Exam Marks: 70	Examination Time: 03 Hours		
Part B- Contents of the Course			

Instructions for Paper-Setter

Note:The examiner is requested to set nine questions in all, selecting two questions from each SECTION and one question (Question no. 1) based on entire syllabus will consist of short answer type. All questions carry equal marks. The candidate is required to attempt five questions in all selecting one from each SECTION. Question No. 1 is compulsory. Log table and non-programmable calculator is allowed.

Unit	Topics	Contact Hours
I	<p>Carbohydrates Structure and biological functions of important monosachharides (excluding detailed conformational analysis) and derivatives of monosaccharides like glycosides, deoxy sugars, myoinositol, amino sugars-N-acetylmuramic acid and sialic acid. Disaccharides- sucrose, lactose and maltose.</p> <p>Structure and biological functions of Structural polysaccharides (cellulose and chitin) and Storage polysaccharides (starch and glycogen) Heteropolysaccharides- glucosaminoglycans/mucopolysaccharides. Glycoconjugates- glycoproteins and glycolipids. Role of sugars in biological recognition. Blood group substances.</p>	15
II	<p>Cell Structure and Metabolism Structure of prokaryotic and eukaryotic cells, intracellular organelles and their functions, comparison of plant and animal cells. Overview of metabolic processes - catabolism and anabolism. ATP - the biological energy currency. Carbohydrate metabolism: glycolysis and Kreb's cycle.</p> <p>Lipids-I: Fatty acids, essential fatty acids, structure and functions of triacylglycerols, glycerophospholipids, sphingolipids, cholesterol, bile acids.</p>	15
III	<p>Lipids-II: Lipid aggregates-micelles, bilayers, liposomes and their possible biological functions. Biological membranes. Fluid mosaic model of membrane structure.</p> <p>Lipid metabolism - β-oxidation of fatty acids.</p>	15
IV	<p>Amino-acids, Peptides and Protein Peptide bond, Chemical and enzymatic hydrolysis of proteins to peptides, Sanger method and Edman degradation method for amino acid sequencing. Secondary structure of proteins-α-helix, β-sheet, forces responsible for holding the secondary structures of proteins. Denaturation of Proteins.</p> <p>Nucleic Acids and Genetic Code Structure and functions of nucleotides, nucleosides, DNA (Watson-Crick model, Chargaff's rules) and RNA (m RNA, r-RNA and t-RNA).</p>	15

	Genetic code and its characteristics, codon-anticodon pairing (Wobble hypothesis).	
Evaluation:		
Internal Assesment:30 <input type="checkbox"/> Theory <ul style="list-style-type: none"> ● Class Participation: 5 ● Seminar/presentation/assignment/quiz/class test etc: 10 ● Mid Term Exam: 15 		End Term Examination: 70
Part C- Learning Resources		
Recommended Books/e-resources/LMS: <ol style="list-style-type: none"> 1. Organic Chemistry Volume III by Mukherji, Singh, Kapoor and Dass, Published by New Age International Pvt. Ltd., New Delhi. 2. Principles of Biochemistry, A. L. Lehninger, Worth Publishers. 3. Biochemistry, L.Stryer, W.H.Freeman. 4. Biochemistry, J. David Rawn, Neil Patterson. 5. Biochemistry, Voet and Voet, John Wiley. 6. Outlines of Biochemistry, E. E.Conn and P. K. Stumpf, John Wiley. 		

DSE –H1

Session 2025-26			
Part A- Introduction			
Subject	Chemistry		
Semester	VII		
Name of Course	Advance Chemistry-III		
Course Code	B-23-CHE-706		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	DSE-H1		
Level of Course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLOs):	<ol style="list-style-type: none"> 1. To describe the prokaryotic and eukaryotic cell Structure, metabolic processes occurring in cell. Able to discuss the Carbohydrate metabolism- glycolysis, Krebs cycle, glycogenolysis, glycogenesis pentose phosphate pathway and gluconeogenesis 2. To analyze the structure and functions of fatty acids, triacylglycerols, glycerophospholipids, sphingolipids, cholesterol, bile acids. β-oxidation of fatty acid, Fluid mosaic mode of cell membrane 3. To discuss need, theory and applications of logarithms, execute the knowledge in solving general and chemical problems. 4. Be able to represent equations graphically and perform curve fitting for least squares method, perform binomial expansion. 		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

Instructions for Paper-Setter

Note: The examiner is requested to set nine questions in all, selecting two questions from each SECTION and one question (Question no. 1) based on entire syllabus will consist of short answer type. All questions carry equal marks. The candidate is required to attempt five questions in all selecting one from each SECTION. Question No. 1 is compulsory. Log table and non-programmable calculator is allowed.

Unit	Topics	Contact Hours
I	<p>Carbohydrates Structure and biological functions of important monosachharides (excluding detailed conformational analysis) and derivatives of monosaccharides like glycosides, deoxy sugars, myoinositol, amino sugars-N-acetylmuramic acid and sialic acid. Disaccharides- sucrose, lactose and maltose.</p> <p>Structure and biological functions of Structural polysaccharides (cellulose and chitin) and Storage polysaccharides (starch and glycogen) Heteropolysaccharides-glucosaminoglycans/mucopolysaccharides.</p> <p>Glycoconjugates- glycoproteins and glycolipids. Role of sugars in biological recognition. Blood group substances.</p>	15
II	<p>Cell Structure and Metabolism Structure of prokaryotic and eukaryotic cells, intracellular organelles and their functions, comparison of plant and animal cells. Overview of metabolic processes - catabolism and anabolism. ATP - the biological energy currency. Carbohydrate metabolism: glycolysis and Kreb's cycle.</p> <p>Lipids: Fatty acids, essential fatty acids, structure and functions of triacylglycerols, glycerophospholipids, sphingolipids, cholesterol, bile acids.</p>	15
III	<p>Logarithm Need for logarithm in chemistry. Theory and application of logarithms for solving general and chemical problems.</p> <p>Graphical Representation of Equations Rectangular coordinates, straight lines, slope and intercept of the equation, slope and point equation, two point equation, parallel lines, points of intersection, distance between two points, change of origin. Examples from problems in chemistry, curve fitting for least squares method.</p>	15

IV	<p>Elements of Algebraic and Trigonometric Functions The binomial expansion, some example from chemistry, sines, cosines and tangents, trigonometric identities, polar coordinates in trigonometric functions.</p> <p>Differential Calculus Theory, graphical significance of differentiation, rules of differentiation, Algebraic simplification, Partial differentiation, Exact and inexact differential with their application to thermodynamic principles.</p>	15
Evaluation:		
<p>Internal Assesment:30</p> <p><input type="checkbox"/> Theory</p> <ul style="list-style-type: none"> ● Class Participation: 5 ● Seminar/presentation/assignment/quiz/class test etc: 10 ● Mid Term Exam: 15 		<p>End Term Examination: 70</p>
Part C- Learning Resources		
<p>Recommended Books/e-resources/LMS:</p> <ol style="list-style-type: none"> 1. Organic Chemistry Volume III by Mukherji, Singh, Kapoor and Dass, Published by New Age International Pvt. Ltd., New Delhi. 2. Principles of Biochemistry, A. L. Lehninger, Worth Publishers. 3. Biochemistry, L.Stryer, W.H.Freeman. 4. Biochemistry, J. David Rawn, Neil Patterson. 5. Biochemistry, Voet and Voet, John Wiley. 6. Outlines of Biochemistry, E. E.Conn and P. K. Stumpf, John Wiley. 7. Mathematical Preparation for Physical Chemistry, F. Daniels, McGraw Hill. 8. Mathematical Preparation for General Physics, J.B. Marian, R.C. Davidson Saunder Company. 9. Mathematical Methods for Science Students, G. Stephemen, ELBS. 		

PC-H1**Session: 2025-26****Part A - Introduction**

Session: 2025-26			
Part A - Introduction			
Subject	Chemistry		
Semester	VII		
Name of the Course	Practical Chemistry		
Course Code	B-23-CHE-707		
CourseType: (PC/CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	PC-H1		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. To know the basic concept about the qualitative analysis and identification of cations and anions from a mixture of two acidic radicals, two rare earth metal ions and one insoluble salt. 2. To understand and master the fundamentals and experimentation of chemical kinetics, surface tension, conductometric and potentiometric titrations in aqueous media. 3. To understand the basic laboratory & purification techniques, perform the experimentation of stepwise synthesis of the organic compounds and evaluate results in organic chemistry. 4. To explore the practical applicability of different types of processes/reactions in chemistry and able to face viva-voce after completion of course. 		
Credits	Theory	Practical	Total
	0	4	4
Contact Hours	0	8	8
Max. Marks: 100 Internal Assessment Marks: 30 End Term Exam Marks: 70	Examination Time: 06 Hours (May be conducted in two sessions of 3 hrs. each)		
Part B-Contents of the Course			
Practicals			Contact Hours

Section- A (Inorganic Chemistry)

120

Qualitative Analysis:

Total five radicals to be given containing two less common metal ions, one insoluble and two acid radicals: CH_3COO^- , BO_3^{3-} , PO_4^{3-} , CO_3^{2-} , HCO_3^- , NO_2^- , NO_3^- , Cl^- , Br^- , I^- , S^{2-} , SO_3^{2-} , SO_4^{2-} , $\text{S}_2\text{O}_3^{2-}$, F^- , $\text{C}_2\text{O}_4^{2-}$.

Less common metal ions- W, Ti, Mo, Se, Ti, Zr, Th, V, U, Ce, Be, (two metal ions in cationic and anionic forms).

Insoluble: halids (AgCl , AgBr , AgI); sulphates (PbSO_4 , BaSO_4) and oxides (Al_2O_3 , Cr_2O_3 , SnO_2 , TiO_2 , SiO_2).

Section- B (Physical Chemistry)**Surface Tension:**

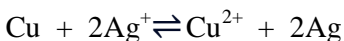
1. Determine the surface tension of given organic solvents.

Conductometry:

2. Determine the strength of strong acid by conductometric titration with strong base.
3. Determine the strength of weak acid by conductometric titration with strong base.
4. Determine the strength of strong acid and weak acid in a mixture by conductometric titration with strong base.
5. Study precipitation titration between KCl and AgNO_3 conductometrically. Determine the strength of given solution of AgNO_3 .
6. Determine solubility and solubility product of sparingly soluble salts like PbSO_4 , BaSO_4 .

Potentiometry:

7. Determine the standard electrode potential of Cu and Zn.
8. Determine the strength of a given solution of ferrous ammonium sulphate by potentiometric titration with $\text{K}_2\text{Cr}_2\text{O}_7$ solution.
9. Study the precipitation titration between KCl and AgNO_3 potentiometrically.
10. Determine the standard free energy change and equilibrium constant for the reaction

**Chemical Kinetics:**

11. Study the hydrolysis of methyl acetate in presence of hydrochloric acid.
12. Study saponification of ethyl acetate by sodium hydroxide solution using same initial concentration of both the reactants.

Section –C (Organic Chemistry)**Demonstrations of Laboratory & Purification techniques:**

Refluxing, Solvent extraction, Purification of solvents and reagents using various techniques like crystallization, distillation, steam distillation, vacuum distillation. Drying and storage of solvents, sublimation etc.

<p>Two-step Preparation of some important organic compounds (involving the reactions out of the followings representative reactions):</p> <ul style="list-style-type: none"> ● Esterification and saponification ● Oxidation ● Reduction or Hydrogenation ● Partial Reduction ● Nucleophilic substitution ● Aromatic electrophilic substitution reaction ● Condensation reactions ● Hoffman's Bromamide reaction ● Heterocyclic synthesis ● Any other reaction as per requirement 		
Evaluation:		
Internal Assessment: 30		End Term Examination: 70
<input type="checkbox"/> Practicum	30	<input type="checkbox"/> Practicum
<ul style="list-style-type: none"> ● Class Participation: 	5	Lab record, Viva-Voce, write-up and execution of the practical
		Execution
		Marks
<ul style="list-style-type: none"> ● Seminar/Demonstration/Viva-voce/Lab records etc.: 	10	Write Up (Three exp.)
		Experimentation
		8×3=24
		12×3=36
1. Mid-Term Exam:	15	Viva
		10
		Total
		70
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<ol style="list-style-type: none"> 1. A Text Book of Macro and Semi-micro Quantitative Analysis, A. I. Vogel, Orient Longman. 2. A Vogel's Text Book of Quantitative Inorganic Analysis, J. Bassett, R. C. Denney, G. B. Jaffery and J. Menaham, Longman, London. 3. Practical Physical Chemistry, A.M. James and F.E. Prichard, Longman. 4. Findley's Practical Physical Chemistry, B.P. Lavitt, Longman. 5. Practical Physical Chemistry, S.R. Palit and S.K. De, Science. 6. Experimental Physical Chemistry, R.C. Das and B. Behera, Tata McGraw Hill. 7. A Hand book of Organic Analysis-Qualitative and Quantitative by H.T. Clarke, and revised by B.Haynee, Edward Arnold, London 1975. 8. Vogel's Text Book of Practical Organic Chemistry by B.S. Furhen et. al., Longman-Group Ltd. 9. Systematic Qualitative Organic Analysis by H. Middleton, Edward Arnold (Publishers) Limited, London 1959. 10. Elementary Practical Organic Chemistry by Arthur I. Vogel, EX CBS Publishers and Distributors. 11. Experiments in Organic Chemistry by Louis, F.Fieser, D.C. Heath and Company Boston, 1955. 		

CC-HM1**Session 2025-26****Part A- Introduction**

CC-HM1			
Session 2025-26			
Part A- Introduction			
Subject	Chemistry		
Semester	VII		
Name of Course	Advanced Minor Chemistry - I		
Course Code	B-23 CHE-708		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	CC/MCC CC-HM1		
Level of Course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: <ol style="list-style-type: none"> 1. To get the knowledge of water treatment, 2. To understand the concept of pesticides and its applications. 3. Enable to understand the food adulteration and analysis of adulterants in food. 4. To understand the synthesis and applications of commercial polymers. 		
Credits	Theory	Practical	Total
	4	0	4
Contact Hours	4	0	4
Max. Marks: 100 Internal Assessment Marks: 30 End Term Exam Marks: 70	Examination Time: 03 Hours		
Part B- Contents of the Course			
<u>Instructions for Paper-Setter</u>			
Note: The examiner is requested to set nine questions in all, selecting two questions from each SECTION and one question (Question no. 1) based on entire syllabus will consist of short answer type. All questions carry equal marks. The candidate is required to attempt five questions in all selecting one from each SECTION. Question No. 1 is compulsory. Log table and non-programmable calculator is allowed.			
Unit	Topics		Contact Hours

I	Water Quality Parameters & treatment: Water Quality Parameters and Purification Characteristics of water, alkalinity. Hardness: unit of hardness, total solids, oxidation, transparency, silica content. Purification of water for drinking purpose: potability of water, clarification, coagulation, contact and electro chemical coagulation, sterilization and disinfection of water, precipitation, aeration, ozonisation, chlorination. Water Treatment Water softening methods: Clark's process, lime soda process, modified lime soda process, permutit or zeolite process, ion exchange process, demineralization of water.	15
II	Pesticides: General introduction to pesticides (natural and synthetic), benefits and adverse effects, changing concepts of pesticides, structure activity relationship, synthesis and technical manufacture and uses of representative pesticides in the following classes: Organochlorines (DDT, Gammexene); Organophosphates (Malathion, Parathion); Carbamates (Carbofuran and carbaryl); Quinones (Chloranil), Anilides (Alachlor and Butachlor).	15
III	Food Adulteration and Analysis of Food Products: Common adulterants in different foods – milk and milk products, vegetable oils, and fats, spices and condiments, cereals, pulses, sweetening agents and beverages. Contamination with toxic chemicals – pesticides and insecticides. Nutritional value of foods, idea about food processing and food preservations and adulteration. Identification of adulterants in some common food items. Analysis of preservatives and colouring matter. Food Standards: ISI, Agmark, FPO, MPO, PFA, FSSAI.	15
IV	Synthesis and application of Polymers Brief introduction to preparation, structure, properties and application of the following polymers: polyolefins, polystyrene and styrene copolymers, poly(vinyl chloride) and related polymers, poly(vinyl acetate) and related polymers, acrylic polymers, fluoro polymers, polyamides and related polymers. Phenol formaldehyde resins (bakelite, novalac), polyurethanes, silicone polymers, polydienes, polycarbonates. Conducting polymers [polyacetylene, polyaniline, poly(p-phenylene sulphide), polypyrrole, polythiophene].	15
Evaluation:		
Internal Assesment:30 <input type="checkbox"/> Theory <ul style="list-style-type: none"> ● Class Participation: 5 ● Seminar/presentation/assignment/quiz/class test etc: 10 ● Mid Term Exam: 15 		End Term Examination: 70
Part C- Learning Resources		
Recommended Books/e-resources/LMS:		
1. Sharma, B. K., Industrial Chemistry (including Chemical Engineering),		

- Goel Publishing House, Meerut (2000). 80
2. Varashney, C. K., Water Pollution and Management, 2nd Ed, New Age International (2018).
 3. Srivastava, A., Waste Water Treatment and Water Management: Water Treatment and Management, Notion Press (2018).
 4. Ghosh, J., Fundamental Concept of Applied Chemistry, S. Chand & Company, New Delhi (2010).
 5. Cremlyn R., Pesticide: Preparation and Modes of Action, John Wiley & Sons, New York (1978).
 6. Srilakshmi, B., Food Science, 7th Ed., New Age International, New Delhi (2018).
 7. Subhalakshmi, G.; Udipi, S. A., Food Processing and Preservation, New Age International, New Delhi (2018).
 8. Potter, N. N.; Hotchkiss, J. H., Food Science, 5th Ed., Springer (1999).
 9. Sharma, B. K., Industrial Chemistry (Including Chemical Engineering), Goel Publishing House, Meerut (2016).
 10. Jayashree Ghosh, Fundamentals concepts of Applied Chemistry, S. Chand Company, 2008.
 11. R. D. Madan, Advanced inorganic chemistry, Latest edition 2006.
 12. Owen .R. Fennema, Food Chemistry, Marcel Decker Inc., New York 1996.
 13. M. Swaminathan, Text Book on Food chemistry, Printing and publishing CO., Ltd. 1993.
 14. Billmeyer, F.W., Textbook of Polymer Science, 3rd Ed., Wiley Interscience (2007).
 15. Ghosh, P., Polymer Science & Technology, 3rd Ed., Tata McGraw-Hill Education (2017).
 16. Gowariker, V. R.; Viswanathan, N. V.; Sreedhar, J., Polymer Science, 3rd Ed., New Age International (2019).

CC-H4

Session 2025-26			
Part A- Introduction			
Subject	Chemistry		
Semester	VIII		
Name of Course	Physical Chemistry-IV		
Course Code	B-23-CHE-801		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	CC-H4		
Level of Course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: <ol style="list-style-type: none"> 1. Able to setup and solve Schrödinger equation for H-atom, angular momentum operators and their commutation relations, Ladder operators. 2. Understand basics of X-ray Crystallography and interpret powder XRD patterns of cubic crystals. 3. To understand the kinetics of polymerization. 4. To know the basic concepts of nuclear and radiochemistry. Understand various radiochemical techniques. 		
Credits	Theory	Practical	Total
	4	0	4
Contact Hours	4	0	4
Max. Marks: 100 Internal Assessment Marks: 30 End Term Exam Marks: 70	Examination Time: 03 Hours		
Part B- Contents of the Course			
<u>Instructions for Paper-Setter</u>			
<p>Note: The examiner is requested to set nine questions in all, selecting two questions from each SECTION and one question (Question no. 1) based on entire syllabus will consist of short answer type. All questions carry equal marks. The candidate is required to attempt five questions in all selecting one from each SECTION. Question No. 1 is compulsory. Log table and non-programmable calculator are allowed.</p>			
Unit	Topics		Contact

		Hours
I	<p>Quantum Mechanics</p> <p>Energy levels and wave-functions of Rigid rotator. Hydrogen atom: Complete solution (separation of variables in spherical polar coordinates and its solution). Radial distributions. Angular momentum and its directional quantization, Angular momentum operators, commutation relations, Ladder operators, shapes of atomic orbitals upto d-level and their discussion.</p>	15
II	<p>X-ray Crystallography</p> <p>Symmetry elements in crystals, stereographic projections, point groups (illustration of R, R-bar, Rm, R/m, (R-bar)m point groups only), criteria for determining unit cell of lattice, space lattices, space groups P1, Pbar1, P2, P2₁, Pm, Pc, C2, Cm, Cc.</p> <p>Bragg's Law, Reciprocal lattice concept and its importance, Definition of Reciprocal lattice vector (derivation excluded). Interplanar spacing using reciprocal lattice concept for cubic, tetragonal, orthorhombic and hexagonal crystal systems, Structure factor calculations for primitive, base-centered, body-centered and face centered unit cells. Relation of structure factor to electron density and intensities (derivation excluded), Interpretation of powder photographs for cubic crystals, Data reduction (Brief overview), Phase problem (definition only), Correctness of a structure (Discrepancy Index).</p>	15
III	<p>Polymers</p> <p>Basic concepts, Kinetics of Polymerization: Mechanism and Kinetics of chain growth polymerization: free-radical, cationic, anionic and coordination polymerization. Mechanism and Kinetics of step-growth polymerization. Comparison between step-growth and chain polymerization. Significance of average molecular mass. Polydispersity, Molecular mass distribution curves. Determination of molecular mass by viscosity method. Electrically conducting polymers, Flame retardant polymers and Liquid crystal polymers.</p>	15
IV	<p>Nuclear and Radiochemistry</p> <p>Nuclear stability and binding energy. Mass and binding energy, Nuclear fission and nuclear fusion, fission cross section, chain fission, fission product and fission yield.</p> <p>Interaction of nuclear radiation with matter, Detectors (Proportional, Geiger-Muller and Scintillation counters) and their principles. Units for measuring radiation absorbed, radiation dosimetry. Radiotracer technique, Activation analysis, isotope dilution technique, Radio chromatography, radiometric titrations, Neutron absorptiometry. Some applications.</p>	15
Evaluation:		

<p>Internal Assessment:30</p> <p>□ Theory</p> <ul style="list-style-type: none"> ● Class Participation: 5 ● Seminar/presentation/assignment/quiz/class test etc: 10 ● Mid Term Exam: 15 	<p>End Term Examination:</p> <p style="text-align: center;">70</p>
<p>Part C- Learning Resources</p>	
<p>Recommended Books/ e-resources/LMS:</p> <ol style="list-style-type: none"> 1. Introduction to Quantum Chemistry, A.K. Chandra, Tata McGraw Hill. 2. Quantum Chemistry, I.M. Levine, Prentice Hall. 3. Essentials of Nuclear Chemistry, 4th Edition (1995), H.J. Arnika, Wiley Eastern, New Delhi. 4. Nuclear & Radiochemistry, 3rd Edition (1981), G. Fridlander, J.W. Kennedy, E. S. Macias, and J. M. Miller, John Wiley, New York. 5. Introduction to Nuclear Chemistry, B. C. Harvey Prentice-Hall (1969). 6. Polymer Chemistry, Billmayer. 7. Polymer Chemistry, Gowarika. 8. Principles of Polymerization, George Odian. 9. Quantum Chemistry, B. K. Sen, Kalyani Publishers. 10. Quantum Chemistry, R. Prasad, New Age International. 	

CC-H5**Session 2025-26****Part A- Introduction**

Session 2025-26			
Part A- Introduction			
Subject	Chemistry		
Semester	VIII		
Name of Course	Inorganic Chemistry-IV		
Course Code	B-23-CHE-802		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	CC-H5		
Level of Course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. To know about the electronic transitions occurring in metals and their complexes and also to apply the concept for assignment of absolute configuration in optically active metal chelates and their stereochemical information. 2. To explain the synthesis, structural characteristics, chemical properties and reactivity of metal π complexes. 3. To know the various classifications of metal cluster compounds and to categories the metalboranes carboranes, metalloboranes and metallocarboranes and their various aspects. 4. To learn about basic concepts of photochemistry viz photochemical laws, quantum yield, electronically excited states, life-time measurements and radiative, non radiative processes along with Franck Condon principle. 		
Credits	Theory	Practical	Total
	4	0	4
Contact Hours	4	0	4
Max. Marks: 100 Internal Assessment Marks: 30 End Term Exam Marks: 70	Examination Time: 03 Hours		
Part B- Contents of the Course			

Instructions for Paper-Setter

Note: The examiner is requested to set nine questions in all, selecting two questions from each SECTION and one question (Question no. 1) based on entire syllabus will consist of short answer type. All questions carry equal marks. The candidate is required to attempt five questions in all selecting one from each SECTION. Question No. 1 is compulsory. Log table and non-programmable calculator is allowed.

Unit	Topics	Contact Hours
I	Electronic Spectra and Magnetic Properties of Transition Metal Complexes Electronic arrangements of microstates, calculation of the number of microstates in various electronic arrangements, spectroscopic term symbols, vector diagrams to indicate coupling of orbital angular momenta in p^2 , p^3 , d^2 configurations and spin orbit coupling for p^2 arrangement, spectroscopic terms, spectral terms of d^2 to d^8 metal ions, determining the ground state terms-Hund's rules, derivation of the term symbols for a closed subshell. Interpretation of electronic spectra, Orgel diagrams, Tanabe-Sugano diagrams for transition metal complexes (d^1 - d^9 states), calculations of Dq , B and b parameters, charge transfer spectra, spectroscopic method of assignment of absolute configuration in optically active metal chelates and their stereochemical information, anomalous magnetic moments, magnetic exchange coupling and spin crossover.	15
II	Metal π-Complexes Metal carbonyls, structure and bonding, vibrational spectra of metal carbonyls for bonding and structural elucidation, important chemical reactions of metal carbonyls, preparation, bonding, structure and important reactions of transition metal nitrosyl, dinitrogen and dioxygen complexes; tertiary phosphine as ligand.	15
III	Metal Clusters Boranes: Introduction, Nomenclature, synthesis and properties of some important members (B_2H_6 , B_4H_{10} , B_5H_9 , B_5H_{11} and $B_{10}H_{14}$), bonding in Boranes, STYX code, Borane anions, Carboranes: Introduction, general methods of preparations and important properties, Polyhedral skeletal electron pair theory, Metalloboranes and metallocarboranes :Introduction, general methods of preparation and properties, Isolobal analogy, Metal carbonyl and halide clusters, introduction, Structure and bonding of compounds having M-M bonds, calculation of M-M bond.	15

IV	Photochemistry Absorption, absorption spectra, excitation, photochemical laws, quantum yield, electronically excited states- Jablonski Diagrams: Vibrational Relaxation, Internal Conversion, Intersystem Crossing, Fluorescence, and Phosphorescence; Fluorescence Spectra, Rules of fluorescence, Fluorescence Quantum Yield, Franck-Condon principle, Radiative Lifetime. Bimolecular quenching: Stern-Volmer relation, photochemical kinetics, photochemical stages-primary and secondary.	15
Evaluation:		
Internal Assessment:30 <input type="checkbox"/> Theory <ul style="list-style-type: none"> ● Class Participation: 5 ● Seminar/presentation/assignment/quiz/class test etc: 10 ● Mid Term Exam: 15 		End Term Examination: 70
Part C- Learning Resources		
Recommended Books/e-resources/LMS:		
<ol style="list-style-type: none"> 1. Advanced Inorganic Chemistry, F.A. Cotton and Wilkinson, John Wiley. 2. Inorganic Chemistry, J.E. Huhey, Harper & Row. 3. Inorganic Electronic Spectroscopy, A.B.P. Lever, Elsevier. 4. Chemistry of the Elements, N.N. Greenwood and A. Earnshaw, Pergamon. 5. Introduction to Ligand fields; B.N. Figgis, Wiley, New York. 6. Modern Aspects of Inorganic Chemistry; H.J. Emeleus and Sharpe. 7. Introduction to Ligand Field Theory; C.J. Ballahyen, McGraw Hill, New York. 8. Organometallic Chemistry; R.C. Mehrotra and A. Singh, New Age International. 9. Concepts and Models of Inorganic Chemistry; B. Douglas, D.H. McDaniel and J.J. Alexander; John Wiley. 10. The Organometallic Chemistry of the Transition Metals; R.H. Crabtree, John Wiley. 11. Basic concepts of Inorganic Photochemistry, A.W. Adamson and P.D. Fleischauer, Wiley. 12. Photochemistry of coordination compounds, K. Balzani and V. Carassti, Academic press. 13. Elements of Inorganic Photochemistry; G.J. Ferraudi, Wiley. 		

CC-H6

Session 2025-26

Part A- Introduction

Session 2025-26			
Part A- Introduction			
Subject	Chemistry		
Semester	VIII		
Name of Course	Organic Chemistry-IV		
Course Code	B-23-CHE-803		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	CC-H6		
Level of Course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. To know the concept of Aromatic Substitution/displacement reactions. 2. To understand the concept of neighbouring group participation and carbocation rearrangements. 3. To describe the generation, structure, stability and reactivity of free radicals and to know the mechanisms of addition to alkenes and alkynes. 4. To understand the concept of addition to carbon hetero atom multiple bonds with emphasis on C=O group. 		
Credits	Theory	Practical	Total
	4	0	4
Contact Hours	4	0	4
Max. Marks: 100 Internal Assessment Marks: 30 End Term Exam Marks: 70	Examination Time: 03 Hours		
Part B- Contents of the Course			
<u>Instructions for Paper-Setter</u>			
<p>Note:The examiner is requested to set nine questions in all, selecting two questions from each SECTION and one question (Question no. 1) based on entire syllabus will consist of short answer type. All questions carry equal marks. The candidate is required to attempt five questions in all selecting one from each SECTION. Question No. 1 is compulsory. Log table and non-programmable calculator is allowed.</p>			

Unit	Topics	Contact Hours
I	<p>Aromatic Electrophilic Substitution</p> <p>Theoretical treatment of aromatic substitution reactions, structure-reactivity relationship in mono substituted benzene ring, energy profile diagram, Vilsmeier-Haack reaction, Reimer-Tiemann reaction, Bischler-Napieralski reaction, Pechmann reaction, Houben-Hoesch reaction, and Fries rearrangement.</p> <p>Nucleophilic Aromatic Substitution</p> <p>Mechanism of Nucleophilic substitution in aromatic systems via diazonium ions, by addition-elimination and elimination-addition mechanism (involving arynes); von-Richter rearrangement, Sommelet-Hauser, Stevens and Smiles rearrangements.</p> <p>General aspects of generation, structure, stability and reactivity of arynes.</p>	15
II	<p>Neighbouring Group Participation and Carbocation Rearrangements</p> <p>Anchimeric assistance, neighbouring group participation by non-bonding electrons, sigma and -bonds, classical and non-classical carbocations. Carbocations rearrangements: migratory aptitudes, Wagner Meerwein rearrangement, pinacol pinacolone rearrangement, Demjanov rearrangement, Tiffeneau-Demjanov ring expansion, aldehyde-ketone rearrangement, dienone-phenol rearrangement and trans-annular rearrangements and the Stieglitz rearrangement</p>	15
III	<p>Free Radicals</p> <p>General aspects of generation, structure, stability and reactivity of free radicals, types of free radical reactions, halogenation including allylic halogenation (NBS), auto-oxidation, decomposition of azo compounds and peroxides, coupling of alkynes, homolytic aromatic substitution, Sandmeyer reaction and Hunsdiecker reaction.</p> <p>Addition to C-C Multiple Bond</p> <p>General mechanistic considerations, Mechanism of addition of hydrogen halide, H₂O, halogens, HOX and mercuric salt to alkenes and alkynes. Hydroboration, formation of C-C bonds via organoboranes, hydroboration of acetylenes, nucleophilic addition to alkenes.</p>	15
IV	<p>Addition to Carbon-Hetero Atoms Multiple Bonds</p> <p>General mechanistic considerations and reactivity, Hydration and Addition of Alcohols to Aldehydes, Ketones and Acids. Addition - Elimination Reactions of Ketones and Aldehydes, Reactivity of carbonyl compounds towards Addition.</p> <p>Lithium aluminium hydride reduction- carbonyl compounds, acids, esters, nitriles. Additions of Grignard reagents. Reformatsky reaction, Wittig reaction, Claisen condensation, Dieckman reaction, Aldol condensation, Knoevenagel condensation, Perkin reaction, Cannizzaro reaction, Benzoin condensation, Mannich Reaction, Robinson-</p>	15

	Mannich reaction, Ester hydrolysis, aminolysis of esters, amide hydrolysis.	
Evaluation:		
Internal Assessment:30 <input type="checkbox"/> Theory <ul style="list-style-type: none"> ● Class Participation: 5 ● Seminar/presentation/assignment/quiz/class test etc: 10 ● Mid Term Exam: 15 		End Term Examination: 70
Part C- Learning Resources		
Recommended Books/e-resources/LMS: <ol style="list-style-type: none"> 1. Organic Chemistry Volume I, II & III by Mukherji, Singh, Kapoor and Dass, Published by New Age International Pvt. Ltd., New Delhi. 2. Reaction Mechanism in Organic Chemistry by Mukherji and Singh revised by S.P. Singh and Om Prakash published by Laxmi Publication, New Delhi. 3. Advanced Organic Chemistry Reactions, Mechanism and Structure, Jerry March, John Wiley. 4. Advanced Organic Chemistry, F. A. Carey and R. J. Sundberg, Plenum. 5. A Guide Book to Mechanism in Organic Chemistry, Peter Sykes, Longman. 6. Structure and Mechanism in Organic Chemistry, C. K. Ingold, Cornell University Press. 7. Organic Chemistry, R. T. Morrison and R. N. Boyd, Prentice-Hall. 8. Modern Organic Reactions, H. O. House, Benjamin. 9. Principles of Organic Synthesis, R. O. C. Norman and J. M. Coxon, Blackie Academic & Professional. 10. Advanced Organic Chemistry and Reaction Mechanisms, Reinhard Bruckner, Academic Press. 11. Organic Chemistry, Jonathan Clayden, Nick Greeves, and Stuart Warren, Oxford University Press. 		

DSE – H2**Session 2025-26****Part A- Introduction**

Session 2025-26			
Part A- Introduction			
Subject	Chemistry		
Semester	VIII		
Name of Course	Advanced Chemistry-IV		
Course Code	B-23-CHE-804		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	DSE-H2		
Level of Course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: <ol style="list-style-type: none"> 1. To know about basics of analytical chemistry. 2. Aware about the composition and analysis of atmosphere 3. To know about the water quality standards and also the water sampling methods 4. Have idea about the storage and transportation of metal ions in living organisms. 		
Credits	Theory	Practical	Total
	4	0	4
Contact Hours	4	0	4
Max. Marks: 100 Internal Assessment Marks: 30 End Term Exam Marks: 70	Examination Time: 03 Hours		
Part B- Contents of the Course			
<u>Instructions for Paper-Setter</u>			
<p>Note: The examiner is requested to set nine questions in all, selecting two questions from each SECTION and one question (Question no. 1) based on entire syllabus will consist of short answer type. All questions carry equal marks. The candidate is required to attempt five questions in all selecting one from each SECTION. Question No. 1 is compulsory. Log table and non-programmable calculator is allowed.</p>			
Unit	Topics		Contact Hours

I	<p>Analytical Chemistry: Introduction to Analytical Chemistry and its interdisciplinary nature. Concept of sampling. Importance of accuracy, precision and sources of error in analytical measurements. Presentation of experimental data and results, from the point of view of significant figures.</p> <p>Chromatography: Definition, general introduction on principles of chromatography, paper chromatography, TLC etc.</p>	15
II	<p>Atmosphere Air pollutants and their types, air quality standards, analysis of CO, NO_x, Sox, hydrocarbons, photochemical smog, acid rain, effect of atmospheric pollution, tropospheric chemistry.</p>	15
III	<p>Analysis of water: Definition of pure water, sources responsible for contaminating water, water sampling methods, water purification methods (only theoretical based):</p> <p>i) Determination of pH, activity and alkalinity of water sample. ii) Determination of dissolved oxygen (DO) of a water sample.</p>	15
IV	<p>Biom mineralization, Metal storage and its transportation Na /K pump, Ferritin, transferrin, and siderophores</p> <p>Calcium in Biology Role of Calcium in living cells, its transport and regulation, calcium pump, role of calcium in muscle contraction</p>	15
Evaluation:		
<p>Internal Assesment:30</p> <p><input type="checkbox"/> Theory</p> <ul style="list-style-type: none"> ● Class Participation: 5 ● Seminar/presentation/assignment/quiz/class test etc: 10 ● Mid Term Exam: 15 		<p>End Term Examination: 70</p>
Part C- Learning Resources		
<p>Recommended Books/e-resources/LMS:</p> <ol style="list-style-type: none"> 1. Willard, H.L. Merritt, L.L., Dean, J. & Settle, F.A. Instrumental methods of analysis, 7th Ed. Wadsworth publishing Co. Ltd., Belmont, California, USA, 1988. 2. Chemistry 6th ed., Saunders College Publishing, fort Worth (1992). 3. Harris, D.C. quantitative Chemical Analysis, W. H. Freeman. 4. Dean, J.A. Analytical Chemical Notebook, McGraw Hill. 5. Environmental Chemistry; A. K. De, Wiley Eastern. 6. EnvironmentalPollution Analysis; S. M. Khopkar, Wiley Eastern. 7. Environmental Chemistry; S. K. Banerji: Prentice– Hall. 8. Principles of Bioinorganic Chemistry: S. J. Lippard and J. M. Berg, University Science Books. 9. The Inorganic Chemistry of Biological Process; M. N. Huges; John Wiley & Sons. 		

DSE – H2

Session 2025-26			
Part A- Introduction			
Subject	Chemistry		
Semester	VIII		
Name of Course	Advanced Chemistry-V		
Course Code	B-23-CHE-805		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	DSE-H2		
Level of Course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	<ol style="list-style-type: none"> 1. To know the naming of drugs and various routes of drug administration. 2. To tell about the solid dosage forms, tablets and capsules (soft and hard gelatin capsules). 3. To make to know biphasic liquid dosage forms, Emulsions and suspensions. 4. To deliver the information of monophasic liquid dosage forms, their types and brief description and LD50 and ED50 and therapeutic index. 		
Credits	Theory	Practical	Total
	4	0	4
Contact Hours	4	0	4
Max. Marks: 100 Internal Assessment Marks: 30 End Term Exam Marks: 70	Examination Time: 03 Hours		
Part B- Contents of the Course			
<u>Instructions for Paper-Setter</u>			
<p>Note: The examiner is requested to set nine questions in all, selecting two questions from each SECTION and one question (Question no. 1) based on entire syllabus will consist of short answer type. All questions carry equal marks. The candidate is required to attempt five questions in all selecting one from each SECTION. Question No. 1 is compulsory. Log table and non-programmable calculator is allowed.</p>			

Unit	Topics	Contact Hours
I	<p>Introduction Introduction to Pharmaceutical sciences, its branches, naming of drugs, Generic drugs, routes of drug administration, drug development and its regulation.</p> <p>Introduction of pharmacopeia (IP, BP, USP), introduction of national formularies, typical parts of monograph of Indian pharmacopeia, an introduction to content of IP.</p>	15
II	<p>Dosage Forms-I Solid dosage forms: Tablets-Types, granulation, compression, additives used in formulations, coating, evaluation (including dissolution, disintegration, Hardness, Friability, weight variation).</p> <p>Capsules-Soft and hard gelatin capsules, microencapsulation.</p>	15
III	<p>Dosage Forms-II Semi solid dosage forms: Introduction, types, brief description of ointments and creams. Biphasic liquid dosage forms: Emulsions and suspensions-types, formulation, methods of preparation, stability.</p> <p>Monophasic liquid dosage forms: Types, brief description of mixtures and syrups.</p>	15
IV	<p>Toxicology Introduction, acute and chronic toxicity, LD50 and ED50, therapeutic index, adverse drug effects, dose response relationship, therapeutic drug monitoring, General principles of management of poisoning, antidotes, Treatment of heavy metal poisoning and drugs (barbiturates, benzodiazepines, salicylates, morphine & morphine derivatives, alcohol).</p>	15
Evaluation:		
<p>Internal Assesment:30</p> <p><input type="checkbox"/> Theory</p> <ul style="list-style-type: none"> ● Class Participation: 5 ● Seminar/presentation/assignment/quiz/class test etc: 10 ● Mid Term Exam: 15 		<p>End Term Examination:</p> <p>70</p>
Part C- Learning Resources		
<p>Recommended Books/e-resources/LMS:</p> <ol style="list-style-type: none"> 1. Foye's principles of medicinal chemistry. David A. Williams, Thomas L. Lemke, Fifth Edition. Lippincott Williams & Wilkins. 2. Essentials of medicinal Pharmacology, K.D.Tripathi, 4thEdition .JaypeeBrothers Medical Publishers Ltd. 3. Medicinal chemistry Vol. I & II. A. Burger, Willey interscience, 1970 4. Pharmacology &Pharmacotherapeutics, Vol. I & II. R.S. Satoskar& S.C. Bhandarkar, Popular Prakashan 1978. 		

5. A Textbook of medicinal chemistry. P. Parimoo.
6. The Pharmacological Basis of Therapeutics, L.L. Brunton, J.S. Lazo, K.L. Parker 11th ed., Magraw Hill, US, (2006).
7. Goodman and Gilman's Pharmacological Basis of Therapeutics, McGraw-Hill.
8. Basic and Clinical Pharmacology, Lauge Medical Publication. 1995 B. G. Katzung.
9. Introduction to Pharmacology by P.C. Dandya and S.K. Kulkarni.
10. Cooper and Gunn's Dispensing for Pharmaceutical Students, Ed. S.J. Carter, CBS publishers & distributors.

DSE – H2**Session 2025-26****Part A- Introduction**

Subject				Chemistry			
Semester				VIII			
Name of Course				Advanced Chemistry-VI			
Course Code				B-23-CHE-806			
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)				DSE-H2			
Level of Course (As per Annexure-I)				400-499			
Pre-requisite for the course (if any)							
Course Learning Outcomes (CLOs):				<ol style="list-style-type: none"> 1. To know the naming of drugs and various routes of drug administration. 2. To tell about the solid dosage forms, tablets and capsules (soft and hard gelatin capsules. 3. To know about basics of analytical chemistry. 4. Have idea about analysis of cosmetics. 			
Credits		Theory		Practical		Total	
		4		0		4	
Teaching Hours per week		4		0		4	
Internal Assessment Marks		30		0		30	
End Term Exam Marks		70		0		70	
Max. Marks		100		0		100	
Examination Time		3 hours					
Part B- Contents of the Course							
<u>Instructions for Paper-Setter</u>							
<p>Note: The examiner is requested to set nine questions in all, selecting two questions from each SECTION and one question (Question no. 1) based on entire syllabus will consist of short answer type. All questions carry equal marks. The candidate is required to attempt five questions in all selecting one from each SECTION. Question No. 1 is compulsory. Log table and non-programmable calculator is allowed.</p>							
Unit		Topics				Contact Hours	

I	Introduction Introduction to Pharmaceutical sciences, its branches, naming of drugs, Generic drugs, routes of drug administration, drug development and its regulation. Introduction of pharmacopeia (IP, BP, USP), introduction of national formularies, typical parts of monograph of Indian pharmacopeia, an introduction to content of IP.	15
II	Dosage Forms-1 Solid dosage forms: Tablets-Types, granulation, compression, additives used in formulations, coating, evaluation (including dissolution, disintegration, Hardness, Friability, weight variation). Capsules-Soft and hard gelatin capsules, microencapsulation.	15
III	Analytical Chemistry: Introduction to Analytical Chemistry and its interdisciplinary nature. Concept of sampling. Importance of accuracy, precision and sources of error in analytical measurements. Presentation of experimental data and results, from the point of view of significant figures. Chromatography: Definition, general introduction on principles of chromatography, paper chromatography, TLC etc. Ion-exchange: Column, ion-exchange chromatography. Determination of ion exchange capacity of anion / cation exchange resin (using batch procedure if use of column is not feasible).	15
IV	Analysis of food products: Nutritional value of foods, idea about food processing and food preservatives and adulteration. Analysis of Cosmetics: Major and minor chemical constituents and their function, analysis of deodorants and antiperspirants, Al, Zn, Boric acid, Chlorides and sulphate base. Determination of constituents of talcum powder, coriander powder and pulses.	15
Evaluation:		
Internal Assesment:30 <input type="checkbox"/> Theory <ul style="list-style-type: none"> ● Class Participation: 5 ● Seminar/presentation/assignment/quiz/class test etc: 10 ● Mid Term Exam: 15 		End Term Examination: 70
Part C- Learning Resources		
Recommended Books/e-resources/LMS: <ol style="list-style-type: none"> 1. Foye's principles of medicinal chemistry. David A. Williams, Thomas L. Lemke, Fifth Edition. Lippincott Williams & Wilkins. 2. Essentials of medicinal Pharmacology, K.D.Tripathi, 4th Edition . Jaypee Brothers Medical Publishers Ltd. 3. Medicinal chemistry Vol. I & II. A. Burger, Willey interscience, 1970 		

4. Pharmacology & Pharmacotherapeutics, Vol. I & II. R.S. Satoskar & S.C. Bhandarkar, Popular Prakashan 1978.
5. A Textbook of medicinal chemistry. P. Parimoo.
6. The Pharmacological Basis of Therapeutics, L.L. Brunton, J.S. Lazo, K.L. Parker 11th ed., Magraw Hill, US, (2006).
7. Goodman and Gilman's Pharmacological Basis of Therapeutics, McGraw-Hill.
8. Basic and Clinical Pharmacology, Lange Medical Publication. 1995 B. G. Katzung.
9. Introduction to Pharmacology by P.C. Dandya and S.K. Kulkarni.
10. Cooper and Gunn's Dispensing for Pharmaceutical Students, Ed.S.J. Carter, CBS publishers & distributors.
11. Willard, H.L. Merritt, L.L., Dean, J. & Settle, F.A. Instrumental methods of analysis, 7th Ed. Wadsworth publishing Co. Ltd., Belmont, California, USA, 1988.
12. Chemistry 6th Ed., Saunders College Publishing, Fort Worth (1992).

PC-H2**Session: 2025-26**

Session: 2025-26			
Part A - Introduction			
Subject	Chemistry		
Semester	VIII		
Name of the Course	Practical Chemistry		
Course Code	B-23-CHE-807		
Course Type: (PC/CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	PC-H2		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. To know the basic concept about the quantitative analysis and preparation of some metal salts/complexes. 2. To understand and master the fundamentals and experimentation of Viscosity, refractivity of organic liquids and specific rotation of optically active compounds. 3. To analyse qualitatively the presence of extra elements and functional groups in the binary organic mixture along with understanding of chemical reaction involved, also prepare suitable derivatives. 4. To explore the practical applicability of different types of processes/reactions in chemistry and able to face viva-voce after completion of course. 		
Credits	Theory	Practical	Total
	0	4	4
Contact Hours	0	8	8
Max. Marks: 100 Internal Assessment Marks: 30 End Term Exam Marks: 70	Examination Time: 6 Hours (May be conducted in two sessions of 3 hrs. each)		
Part B-Contents of the Course			
Practicals			Contact Hours
Section- A (Inorganic Chemistry)			120
Quantitative analysis:			
Separation of the metal ions and determination of any one of them using			

volumetric/gravimetric methods.

Cu-Ni, Cu-Zn, Cu-Al, Ca-Ba, Fe-Mg, Fe-Ni etc.

Preparations:

Preparation of the following inorganic compounds and their spectroscopic studies.

- I. Hg[Co(SCN)₄]
- II. [Cu(NH₃)₄]SO₄.H₂O
- III. Prussian Blue and Turnbull's Blue
- IV. Na[Cr(NH₃)₂(SCN)₄]
- V. Mn(acac)₃

Section- B (Physical Chemistry)

Viscosity

- Study the variation of viscosity with concentration for a glycerol solution using Ostwald viscometer and thereafter determine the concentration of unknown solution of glycerol.
- Determination of molar mass of a polymer.

pH-metry

3. Determine the strength of strong acid by pH-metric titration with strong base.
4. Determine the dissociation constant of acetic acid using pH-meter.

Distribution Law

5. Determine the partition coefficient of iodine for distribution between chloroform and water.
6. Determine the formula of the complex formed between copper (II) ion and ammonia using distribution method.

Polarimetry

7. Study the variation of angle of optical rotation with the concentration of any optically active substance (sucrose or glucose) and thereafter determine the unknown concentration of the same substance in given solution.
8. Study the kinetics of inversion of cane-sugar (sucrose) in presence of an acid.

Refractometry

9. Determine the refractive index of simple organic liquids like methyl acetate, ethyl acetate, methanol, ethanol, n-hexane, chloroform.
10. Determine the refractivity and molar refractivity of some organic liquids like methyl acetate, ethyl acetate, methanol, ethanol, n-hexane, chloroform.
11. Determine the molar refractivities for CH₂, C, H and Cl.

Section –C (Organic Chemistry)

Organic Mixture Analysis

<p>Demonstrations of separation of binary mixtures: using H_2O, HCl, $NaOH$, $NaHCO_3$, Ether or other reagent as may be necessary along with required conditions for their use.</p> <p>Systematic identification of mixtures of pure organic compounds: separation and identification of simple binary mixtures having acidic, basic and neutral components. Preparation of their derivatives, determination of b.p./m.p. for components and their derivatives.</p>			
Evaluation:			
Internal Assessment: 30		End Term Examination: 70	
<input type="checkbox"/> Practicum	30	<input type="checkbox"/> Practicum 70	
<ul style="list-style-type: none"> ● Class Participation: 	5	Lab record, Viva-Voce, write-up and execution of the practical	
		Execution	Marks
<ul style="list-style-type: none"> ● Seminar/Demonstration/Viva-voce/Lab records etc.: 	10	Write Up (Three exp.)	8×3=24
		Experimentation	12×3=36
<ul style="list-style-type: none"> ● Mid-Term Exam: 	15	Viva	10
		Total	70
Part C-Learning Resources			
<p>Recommended Books/e-resources/LMS:</p> <ol style="list-style-type: none"> 1. A Text Book of Macro and Semi-micro Quantitative Analysis, A. I. Vogel, Orient Longman. 2. A Vogel's Text Book of Quantitative Inorganic Analysis, J. Bassett, R. C. Denney, G. B. Jaffery and J. Menaham, Longman, London. 3. Practical Physical Chemistry, A.M. James and F.E. Prichard, Longman. 4. Findley's Practical Physical Chemistry, B.P. Lavitt, Longman. 5. Practical Physical Chemistry, S.R. Palit and S.K. De, Science. 6. Experimental Physical Chemistry, R.C. Das and B. Behera, Tata McGraw Hill. 7. Mechanism of Inorganic Reactions; F. Basolo and R.G. Pearson, John Wiley and Sons, New York. 8. Inorganic Chemistry; K.F. Purcell, J.C. Kotz; Holt-Sanders International Editions; Philadelphia. . 9. Principles and Application of Organotransition Metal Chemistry, J.P. Collman, L.S. Hegsdus, J.R. Norton and R.G. Finke, University Science Books. 10. The Organometallic Chemistry of the Transition Metals; R.H. Crabtree, John Wiley. 11. Organometallic Chemistry, R.C. Mehrotra and A. Singh, New Age International. 12. Coordination Chemistry; Banerjea; Tata McGraw Hill. 13. Concepts and Models of Inorganic Chemistry; B. Douglas, D.H. McDaniel and J.J. Alexander; John Wiley and Sons Inc. 			

CC-HM2

Session 2025-26

Part A- Introduction

Session 2025-26			
Part A- Introduction			
Subject	Chemistry		
Semester	VIII		
Name of Course	Advanced Minor Chemistry – II		
Course Code	B-23 CHE-808		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	CC/MCC CC-HM2		
Level of Course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: <ol style="list-style-type: none"> 1. To know the concept and principles of green chemistry. 2. To get the knowledge of drugs and pharmaceuticals. 3. To understand the food nutrition. 4. To recognize and understand the principles of various characterization techniques. 		
Credits	Theory	Practical	Total
	4	0	4
Contact Hours	4	0	4
Max. Marks: 100 Internal Assessment Marks: 30 End Term Exam Marks: 70	Examination Time: 03 Hours		
Part B- Contents of the Course			
<u>Instructions for Paper-Setter</u>			
<p>Note:The examiner is requested to set nine questions in all, selecting two questions from each SECTION and one question (Question no. 1) based on entire syllabus will consist of short answer type. All questions carry equal marks. The candidate is required to attempt five questions in all selecting one from each SECTION. Question No. 1 is compulsory. Log table and non-programmable calculator is allowed.</p>			
Unit	Topics		Contact Hours

I.	<p>Introduction and Principles of Green Chemistry</p> <p>Introduction to green chemistry, Need for green chemistry. Goals of green chemistry. Limitations/ obstacles in the pursuit of the goals of green chemistry.</p> <p>Principles of green chemistry and designing a chemical synthesis: Twelve principles of green chemistry with their explanations and examples. Designing a green synthesis using these principles. Prevention of waste/ byproducts; maximum incorporation of the materials used in the process into the final products, Atom economy, calculation of atom economy of the rearrangement, addition, substitution and elimination reactions. Prevention/ minimization of hazardous/ toxic products; designing safer chemicals and different basic approaches to do so. Treating water as green solvent.</p>	15
II.	<p>Drugs and Pharmaceuticals</p> <p>Drug discovery, design and development, basic retrosynthetic approach. Application of the representative drugs of the following classes: analgesics agents, antipyretic agents, antiinflammatory agents (aspirin, paracetamol, Ibuprofen), antibiotics (chloramphenicol), antibacterial and antifungal agents (sulphonamides, sulphamethoxazol, sulphacetamide, trimethoprim), antiviral agents (acyclovir), central nervous system agents (phenobarbital, diazepam), cardiovascular (glyceryl trinitrate), antilprosy (dapsone), HIV-AIDS related drugs (AZT- Zidovudine).</p>	15
III.	<p>Constituents of Foods and its additives</p> <p>Carbohydrates: Classification, Principles involved in the analysis of carbohydrates –estimation of carbohydrates.</p> <p>Proteins: amino acids – peptides – Analysis of proteins –Separation of amino acids by paper chromatography. Minerals and vitamins: Sources, functions, deficiency of the following minerals (calcium, iron, iodine, fluorine, sodium and potassium (elementary treatment). Vitamins – classification, sources, Vitamins – A,D,E and K,C,B complex B6 & B12.</p> <p>Food Additives: Artificial sweeteners – saccharin, cyclamate, aspartame – food flavours – esters, aldehydes and heterocyclic compounds. Antioxidants, Food colours, Emulsifying agents, Preservatives – leavening agents, Baking powder – yeast, Taste enhancers – MSG-vinegar.</p>	15
IV.	<p>Characterization techniques: Theory and applications of UV-visible spectroscopy, Fluorescence spectroscopy, Scanning Electron Microscopy (SEM), Transmission Electron Microscopy (TEM), IR, Fourier transform infrared (FTIR) spectroscopy, Dynamic Light Scattering (DLS), Powder x-ray diffraction and contact angle.</p>	15
Evaluation:		

<p>Internal Assessment:30</p> <p>□ Theory</p> <ul style="list-style-type: none"> ● Class Participation: 5 ● Seminar/presentation/assignment/quiz/class test etc: 10 ● Mid Term Exam: 15 	<p>End Term Examination: 70</p>
<p>Part C- Learning Resources</p>	
<p>Recommended Books/e-resources/LMS:</p> <ol style="list-style-type: none"> 1. Anastas, P. T.; Warner, J. C., Green Chemistry: Theory and Practice, Oxford University Press, Oxford (2005). 2. Ahluwalia, V. K.; Kidwai, M. R., New Trends in Green Chemistry, Springer India, New Delhi (2012). 3. Matlack, A., Introduction to Green Chemistry, 2nd Ed., CRC Press (2016). 4. Cann, M. C.; Connely, M. E., Real-World cases in Green Chemistry, American Chemical Society, Washington (2000). 5. Lancaster, M. Green Chemistry: An Introductory Text, 3rd Ed., RSC Publishing (2016). 6. Lemke, T. L.; Zito, S. W.; Roche, V. F.; Williams, D. A., Essentials of Foye's Principles of Medicinal Chemistry. Wolters Kluwer India, New Delhi (2016). 90 7. Patrick, G. L., An Introduction to Medicinal Chemistry. 5th Ed.; Oxford University Press, New Delhi (2013). 8. Singh, H.; Kapoor, V. K., Medicinal and Pharmaceutical Chemistry, Vallabh Prakashan, New Delhi (2012). 9. Owen .R. Fennema, Food Chemistry, Marcel Decker Inc., New York 1996. 10. M. Swaminathan, Text Book on Food chemistry, Printing and publishing CO., Ltd. 1993. 11. Principles of Instrumental Analysis - 6th Edition by Douglas A. Skoog, F. James Holler, and Stanley Crouch. 12. Instrumental Methods of Analysis, 7th ed, Willard, Merritt, Dean, Settle 13. C.N. Banwell: Fundamentals of Molecular Spectroscopy 	

Dissertation / Project**Session 2025-26****Part A- Introduction**

Subject	Chemistry		
Semester	VIII		
Name of Course	Dissertation / Project in Chemistry		
Course Code	B-23 CHE-809		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)			
Level of Course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)			
Credits	Dissertation / Project	Viva-Voce Examination	Total
	8	4	12
Max. Marks:	200	100	300

Part B**Instructions**

Note: Refer to clause 5.15 Project / Dissertation of the ordinance as given below

5.15 Project/Dissertation

A student of fourth-year Bachelor Degree (Honours with Research) Programme will be required to work on the Research Project or do research during eighth semester. The Project/Dissertation work will be of 12 credits.

(i) A student, who has been admitted in Honours with Research Programme, shall submit a request for allotment of a supervisor mentioning her/his research areas of interest in order of preference to the Chairperson/Principal/Director during seventh semester. The Department/College/Institute will allot a qualified supervisor to guide the student for doing research during Project/Dissertation work. A regular full time teacher of that Department/College/Institute, who has been approved to supervise Ph.D scholars by the university, will be eligible to guide the students of Honours with Research programme of that institution.

(ii) The student will submit the synopsis to the supervisor. In case of University Teaching Department (UTD) the synopsis will be approved by the departmental research advisory committee after recommendation of the supervisor. In other cases, the Principal/Director of College/Institute shall constitute a committee for this purpose at the College/Institute level. External experts may be involved wherever sufficient qualified regular teachers are not

available.

(iii) The student shall be required to submit three hard copies of her/his dissertation along with soft copy as PDF file to the Department/College/Institute by 30th June of the concerned year. The late submission can be allowed with late fees as decided by the university from time to time.

(iv) The Anti-plagiarism policy of the university is to be strictly followed by the candidate and the supervisor. Similarity report as per Anti-plagiarism policy of the university is to be annexed with the dissertation.

(v) Evaluation of the dissertation shall be done by an external examiner. The dissertation work will be of total 12 credits (300 marks) and evaluation will be done in two components; report of dissertation (8 credits = 200 marks) and open viva-voce examination (4 credits=100marks).

VOC

Session: 2024-25			
Part A – Introduction			
Subject	Chemistry		
Semester	III, V		
Name of the Course	Business Chemistry		
Course Code	B23-VOC-125		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	VOC		
Level of the course (As per Annexure-I)	100-199		
Pre-requisite for the course (if any)	---		
Course Learning Outcomes (CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Understand the concepts of business; 2. Logically think about role of chemistry in emerging global economies; 3. Get to know about the case-studies of successful business ideas in chemistry; 4. Deeply learn about intellectual property rights and patents. <hr style="width: 30%; margin-left: 0;"/> <p>5*. Understand way to deal with industrial market working principles.</p>		
Credits	Theory	Practical	Total
	3	1	4
Contact Hours	45	30	75
Max. Marks: 70 + 30* Internal Assessment Marks: 20 + 10* End Term Exam Marks: 50 + 20*		Time: Theory: Three Hours Practicum: Three Hours	
Part B- Contents of the Course			
<u>Instructions for Paper- Setter</u>			

<p>Note: The examiner is requested to set nine questions in all, selecting two questions from each SECTION and one question (Question No.1 based on entire syllabus will consist of short answer type. All questions carry equal marks. The candidate is required to attempt five questions in all selecting one from each SECTION. Question No.1 is compulsory.</p>		
Unit	Topics	Contact Hours
I	Business Basics Key business concepts, Business plans, Market need, Project management, Routes to market, Concept of entrepreneurship, different fields explorable as entrepreneurship in chemistry	12 Hrs
II	Chemistry in Industry Current challenges and opportunities for the chemistry-using industries, Role of chemistry in India and global economies, Role of Chemistry in achieving SDG, opportunities in Green Chemistry and business	11Hrs
III	Making money Treasures hidden in Chemistry (project), Case study of Successful business ideas in chemistry, Pharmaceutical Chemistry, Plastic Industry, Nutritional Chemistry, Case study of Innovations in chemistry, financial aspects of business with case studies	11Hrs
IV	Intellectual property Concept of intellectual property, Novelty, State of Art, Innovations, Technology Transfer, Application, PCP, Geographical Indicators, Traditional Knowledge, Design and Trademark, Patents, Careers in Intellectual property Rights.	11Hrs
V*	A visit to any one Industry/Plant 1. Pharmaceutical Industry to analyse financial layout of project and markets. 2. Paint Industry to analyse financial layout of project and markets. 3. Milk Plant to analyse financial layout, different milk products and markets. 4. Any other Industry to analyse financial layout of project and markets.	30 Hrs
Suggested Evaluation Methods Short Answer and MCQ Type QUESTIONS		

<p>Internal Assessment: 20+10*=30</p> <p>➤ Theory: 20</p> <ul style="list-style-type: none"> ● Class Participation: 05 ● Seminar/presentation/assignment/quiz/class test etc.:05 ● Mid-Term Exam: 10 <p>➤ Practicum:10</p> <ul style="list-style-type: none"> ● Class Participation: 05 ● Seminar/Demonstration/Viva-voce/Lab records etc.: 05 ● Mid-Term Exam: N. A. 	<p>End Term Examination: 70 (50+20*)</p>
<p>Part C-Learning Resources</p>	
<p>Recommended Books/e-resources/LMS:</p> <ul style="list-style-type: none"> ✓ Lawrence I. Nwaeke, Business Concepts and Perspectives ✓ Titus De Silva, Essential Management Skills for Pharmacy and Business Managers ✓ N.K. Acharya: Textbook on intellectual property rights, Asia Law House (2001). 	

*Applicable for courses having practical component.

VOC

Session: 2024-25			
Part A – Introduction			
Subject	Chemistry		
Semester	III, V		
Name of the Course	Chemistry of Fertilizers and Pesticides		
Course Code	B23-VOC-122		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	VOC		
Level of the course (As per Annexure-I)	100-199		
Pre-requisite for the course (if any)	---		
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: <ol style="list-style-type: none"> 1. Know about fertilizers and nutrients; 2. Understand types of nitrate fertilizers; 3. Understand types of phosphate fertilizers; 4. Get the knowledge about pesticides. <hr style="width: 30%; margin-left: 0;"/> 5*. Understand the issues involved in pesticides and fertilizers		
Credits	Theory	Practical	Total
	3	1	4
Contact Hours	45	30	75
Max. Marks: 70 + 30* Internal Assessment Marks: 20 + 10* End Term Exam Marks: Theory: 50 + 20*		Time: Theory: Three Hours Practicum: Three Hours	
Part B- Contents of the Course			
<u>Instructions for Paper- Setter</u> Note: The examiner is requested to set nine questions in all, selecting two questions from each SECTION and one question (Question No.1 based on entire syllabus will consist of short answer type. All questions carry equal			

marks. The candidate is required to attempt five questions in all selecting one from each SECTION. Question No.1 is compulsory.		
Unit	Topics	Contact Hours
I	Methods and time of fertilizer applications, tips to get best efficiency of Applied fertilizers, Integrated nutrient management, fertilizers and its relations to plant nutrients, Factors effecting optimum fertilizer dose.	12 Hrs
II	Classification and types of fertilizers, Nitrogenous fertilizers: Ammonium nitrate, Urea, Calcium Cyanamide, Calcium Ammonium Nitrate, Sodium Nitrate, Ammonium Chloride: Introduction, Raw materials, Action of as a fertilizers.	11Hrs
III	Phosphate fertilizers: Normal super phosphate, Triple Super Phosphate, Ammonium Phosphate. Potassic fertilizers (Types and optimum doses)	11Hrs
IV	Pesticides: Classification, synthesis, structure activity relationship (SAR), mode of action, uses and adverse effects of representative pesticides in the following classes: Organochlorines (DDT, Gammexene); Organophosphates (Malathion, Parathion); Carbamates (Carbofuran and Carbaryl); Quinones (Chloranil), Anilides (Alachlor and Butachlor).	11Hrs
V*	<ol style="list-style-type: none"> To carryout market survey of potent pesticides with details as follows: <ol style="list-style-type: none"> Name of pesticide Chemical name, class and structure of pesticide Type of formulation available and Manufacturer's name Useful information on label of packaging regarding: Toxicity, LD50 ("Lethal Dose, 50%"), Side effects and Antidotes. To carryout market survey of potent botanical pesticides with details as follows: <ol style="list-style-type: none"> Botanical name and family; Chemical name (active ingredient) and structure of active ingredient; Type of formulation available and Manufacturer's name; Useful information on label of packaging regarding: Toxicity, LD50 ("Lethal Dose, 50%"), Side effects and Antidotes. Preparation of simple Organochlorine pesticides. To calculate acidity/alkalinity in given sample of pesticide formulations as per BIS specifications. To calculate active ingredient in given sample of pesticide formulations as per BIS specifications. Preparation of Neem based botanical pesticides. To study about identification of crops, seeds, fertilizers and pesticides. 	30 Hrs

Suggested Evaluation Methods Short Answer and MCQ Type QUESTIONS	
<p>Internal Assessment: 20+10*=30</p> <p>➤ Theory: 20</p> <ul style="list-style-type: none"> ● Class Participation: 05 ● Seminar/presentation/assignment/quiz/class test etc.:05 ● Mid-Term Exam: 10 <p>➤ Practicum:10</p> <ul style="list-style-type: none"> ● Class Participation: 05 ● Seminar/Demonstration/Viva-voce/Lab records etc.: 05 ● Mid-Term Exam: N. A. 	<p>End Term Examination: (50+20*)</p>
Part C-Learning Resources	
<p>Recommended Books/e-resources/LMS:</p> <ul style="list-style-type: none"> ✓ Gopal Rao: Outlines in Chemical Technology. ✓ Shukla and Pandey: Introduction to Chemical Technology ✓ Perry, A.S.; Yamamoto, I.; Ishaaya, I.; Perry, R.Y.(1998), Insecticides in Agriculture and Environment, Springer-Verlag Berlin Heidelberg. ✓ Kuhr, R.J. ;Derough, H.W.(1976), Carbamate Insecticides: Chemistry, Biochemistry and Toxicology, CRC Press, USA. 	

*Applicable for courses having practical component.

VOC

Session: 2024-25			
Part A – Introduction			
Subject	Chemistry		
Semester	IV		
Name of the Course	Agriculture Chemistry		
Course Code	B23-VOC-222		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	VOC		
Level of the course (As per Annexure-I)	100-199		
Pre-requisite for the course (if any)	---		
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1 Thinks about chemistry involved in agriculture 2 Know about chemical composition of soils; 3 Understand impacts of pollutions on soils and its productivity; 4 Critically think regarding sewage effluents. ----- 5*. Practical training of soil analysis		
Credits	Theory	Practical	Total
	3	1	4
Contact Hours	45	30	75
Max. Marks: 70 + 30* Internal Assessment Marks: 20 +10* End Term Exam Marks:50 + 20*		Time: Theory: Three Hours Practicum: Three Hours	
Part B- Contents of the Course			
<u>Instructions for Paper- Setter</u>			
Note: The examiner is requested to set nine questions in all, selecting two			

<p>questions from each SECTION and one question (Question No.1 based on entire syllabus will consist of short answer type. All questions carry equal marks. The candidate is required to attempt five questions in all selecting one from each SECTION. Question No.1 is compulsory.</p>		
Unit	Topics	Contact Hours
I	Plants as producers: Photosynthesis, pesticides, herbicide, insecticide, fungicide, storage and preservation of agriculture produce, food processing, chemicals (alcohol) from agriculture waste, use of polymers in agriculture	12 Hrs
II	Soil fertility and soil productivity: urea cycle, Organic and inorganic nitrogen (Haber Bosch Process), nutrient sources – fertilizers and manures; essential plant nutrients - functions and deficiency symptoms. Micronutrients – critical limits in soils and plants; factors affecting their availability and correction of their deficiencies in plants; role of chelates in nutrient availability.	11 Hrs
III	Chemical (elemental) composition of the earth's crust and soils, Chemistry of acid soils; active and potential acidity; lime potential, chemistry of acid soils; sub-soil acidity; Chemistry of salt-affected soils and amendments; soil pH, ECe, ESP, SAR and important relations; soil management and amendments.	11 Hrs
IV	Nature and sources of pollutants acid rains, oil spills etc.; air, water and soil pollutants - their CPC standards and effect on plants, animals and human beings. Sewage and industrial effluents – their composition and effect on soil properties/health, and plant growth and human beings; soil as sink for waste disposal.	11 Hrs
V*	<ol style="list-style-type: none"> 1. pH of Soil 2. determine carbonate and bicarbonate in soil 3. Determine chloride in the soil sample 4. Determine starch in organic manure 5. Determine nitrate in the soil 6. Determine sulphate in the soil 7. To study Seed germination and viability test. 	30Hrs
<p>Suggested Evaluation Methods Short Answer and MCQ Type QUESTIONS</p>		

<p>Internal Assessment: 20+10*=30</p> <p>➤ Theory: 20</p> <ul style="list-style-type: none"> ● Class Participation: 05 ● Seminar/presentation/assignment/quiz/class test etc.:05 ● Mid-Term Exam: 10 <p>➤ Practicum:10</p> <ul style="list-style-type: none"> ● Class Participation: 05 ● Seminar/Demonstration/Viva-voce/Lab records etc.: 05 ● Mid-Term Exam: N. A. 	<p>End Term Examination: 70 (50+20*)</p>
<p>Part C-Learning Resources</p>	
<p>Recommended Books/e-resources/LMS:</p> <ul style="list-style-type: none"> ✓ Bear RE. 1964. Chemistry of the Soil. Oxford and IBH. Bolt GH &Bruggenwert MGM. 1978. Soil Chemistry. Elsevier. Greenland DJ & Hayes MHB. 1981. Chemistry of Soil Processes. John Wiley & Sons. ✓ Brady NC & Weil RR. 2002. The Nature and Properties of Soils. 13 Ed. Pearson Edu. ✓ Kabata-Pendias A &Pendias H. 1992. Trace Elements in Soils and Plants. CRC Press. ✓ Kannaiyan S, Kumar K & Govindarajan K. 2004. Biofertilizers Technology. Scientific Publ. ✓ Leigh JG. 2002. Nitrogen Fixation at the Millennium. Elsevier. ✓ Mengel K &Kirkby EA. 1982. Principles of Plant Nutrition. International Potash Institute, Switzerland. ✓ Mortvedt JJ, Shuman LM, Cox FR & Welch RM. 1991. Micronutrients in nd Agriculture. 2 Ed. SSSA, Madison. ✓ Pierzinsky GM, Sims TJ & Vance JF. 2002. Soils and Environmental nd Quality. 2 Ed. CRC Press. ✓ Stevenson FJ & Cole MA. 1999. Cycles of Soil: Carbon, Nitrogen, Phosphorus, Sulphur, Micronutrients. John Wiley & Sons. ✓ Tisdale SL, Nelson SL, Beaton JD &Havlin JL. 1999. Soil Fertility and th Fertilizers. 5 Ed. Prentice Hall of India. ✓ Troeh FR & Thompson LM. 2005. Soils and Soil Fertility. Blackwell. 	

*Applicable for courses having practical component.

SEC

Session: 2024-25			
Part A – Introduction			
Subject	Chemistry		
Semester	IV		
Name of the Course	Food Adulteration Testing		
Course Code	B23-SEC-404		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	SEC		
Level of the course (As per Annexure-I	100-199		
Pre-requisite for the course (if any)	---		
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: <ol style="list-style-type: none"> 1 Know about common food adulterants 2 Learn methods of detection of adulterants in food 3 Get aware about laws related with adulteration 4 Understand the role of several agencies. <p style="text-align: center;">-----</p> 5*. Practically detect adulteration in foods.		
Credits	Theory	Practical	Total
	2	1	3
Contact Hours	30	30	60
Max. Marks: 50+25* Internal Assessment Marks: 15+5* End Term Exam Marks: 35+20*		Time: Theory: 3 Hours Practicum: 3 Hours	
Part B- Contents of the Course			
<u>Instructions for Paper- Setter</u> Note: The examiner is requested to set nine questions in all, selecting two questions from each SECTION and one question (Question No.1 based on			

entire syllabus will consist of short answer type. All questions carry equal marks. The candidate is required to attempt five questions in all selecting one from each SECTION. Question No.1 is compulsory.		
Unit	Topics	Contact Hours
I	Common Foods and Adulteration Common Foods subjected to Adulteration - Adulteration Definition – Types; Poisonous substances, Foreign matter, Cheap substitutes, Spoiled parts. Adulteration through Food Additives – Intentional and incidental. General Impact on Human Health.	8 Hrs
II	Adulteration of Common Foods and Methods of Detection Means of Adulteration, Methods of Detection Adulterants in the following Foods; Milk, Oil, Grain, Sugar, Spices, Processed food, Fruits and vegetables. Additives and Sweetening agents (at least three methods of detection for each food item).	8 Hrs
III	Present Laws and Procedures on Adulteration Highlights of Food Safety and Standards Act 2006 (FSSA) –Food Safety and Standards Authority of India–Rules and Procedures of Local Authorities.	7 Hrs
IV	Role of voluntary agencies such as, Agmark, I.S.I. Quality control laboratories of companies, Private testing laboratories, Quality control laboratories of consumer co-operatives. Consumer education, Consumer’s problems rights and responsibilities, COPRA 2019 - Offenses and Penalties – Procedures to Complain – Compensation to Victims.	7 Hrs
V*	1. Determination of urea & starch in milk. 2. Determination of starch in Khoa products. 3. Determination of Margarine in Ghee. 4. Determination of Metanil yellow colour in Jaggery. 5. Determination of colored saw dust in turmeric powder.	30 Hrs
Suggested Evaluation Methods Short Answer and MCQ Type QUESTIONS		
Internal Assessment: 15+5* > Theory: 15 <ul style="list-style-type: none"> ● Class Participation: 04 ● Seminar/presentation/assignment/quiz/class test etc.: 04 ● Mid-Term Exam: 07 > Practicum: 05 <ul style="list-style-type: none"> ● Class Participation: NIL ● Seminar/Demonstration/Viva-voce/Lab records etc.: 05 ● Mid-Term Exam: NIL 		End Term Examination: 55 (35+20*)
Part C-Learning Resources		

Recommended Books/e-resources/LMS:

- ✓ Bright Siaw Afriyie, Introduction to Computer fundamentals.
- ✓ First course in Food Analysis – A.Y. Sathe, New Age International(P)Ltd.,1999
- ✓ Food Safety, case studies – Ramesh. V. Bhat, NIN, 1992
- ✓ https://old.fssai.gov.in/Portals/0/Pdf/Draft_Manuals/Beverages_and_confectionary.pdf
- ✓ <https://cbseportal.com/project/Download-CBSE-XII-Chemistry-Project-Food-Adulteration#gsc.tab=0>
- ✓ <https://www.fssai.gov.in/>
- ✓ <https://indianlegalsolution.com/laws-on-food-adulteration/>
- ✓ <https://fssai.gov.in/dart/>
- ✓ <https://byjus.com/biology/food-adulteration/>
- ✓ Wikipedia
- ✓ Vikaspedia

*Applicable for courses having practical component.

KURUKSHERTRA UNIVERSITY KURUKSHETRA
Syllabus and Course of Reading for Master of Performing Arts
(5 Year Integrated Programme)
Under NEP-2020 W.E.F. 2023-24

Session: 2024-25			
Part A - Introduction			
Subject	Music Vocal		
Semester	V		
Name of the Course	Inter-relation of Music with Various Subjects		
Course Code	B23-PAS-501		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC-A5		
Level of the course (As per Annexure-I)	300-399		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Understand relation of music with society and culture 2. Understand relation of music with science 3. Understand relation of music with fine arts and literature 4. Understand relation of music with philosophy and Yog <hr/> <p>5* Perform and comparatively explain the given ragas and taal</p>		
Credits:4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6

Max. Marks: 100 (50+50) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours
Part B-Contents of the Course		
<u>Instructions for Paper- Setter</u> 1. There shall be Nine Questions in all. 2. The Question paper will be divided into five units. 3. Paper Setter has to set 2 questions from each unit of syllabus given below, a total of 8 questions from all 4 units. 4. The Question no. nine (Unit- V) will be and compulsory and covers the whole syllabus, it contains 7 objective type questions of one marks each.		
Unit	Topics	Contact Hours
I	1. Music and Society 2. Music and Culture	8
II	1. Music and Science 2. Music Therapy (Sangeet Chikitsa)	8
III	1. Music and Fine Arts 2. Music and Literature	7
IV	1. Music and Philosophy 2. Music and Psychology 3. Music and Yog	7
V*	Practical 1. One Vilambitand Drut khyal in each ragas of prescribed syllabus with alaps and taans. Todi , Vrindavani Sarang, 2. Detail Description and comparative study of ragas prescribed in syllabus 3. Ability to demonstrate the following taal as in Thah Dugun and Tigun layakaries Jhaptaal , Sooltaal	60

Suggested Evaluation Methods	
<p>Internal Assessment: 30 (15+15*)</p> <p>➤ Theory 15</p> <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/ presentation/ assignment/ quiz/ class test etc.:4 • Mid-Term Exam: 7 <p>➤ Practicum: 15</p> <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 • Mid-Term Exam: 	<p>End Term Examination:</p> <p>70 (35+35*)</p>
Part C-Learning Resources	
<p>Recommended Books/ e-resources/ LMS:</p> <ol style="list-style-type: none"> 1. Sangeetanjali – Part (1-6) Pt. Omkar nath thakur 2. Kramik Pustak Mallika- Part (1-6) V. N. Bhatkhande 3. Raag Vigyan - Part (1-6) Pt. V. R. Patvardhan 4. Raag Parichay Part (1-4) - Harishchand Shrivastav 5. Abhinav Gitanjali (1-5) Pt. Ramashraye Jhaa 6. Pranav Bharti – Pt. Omkar Nath Thakur 7. Bhatkhande Sangeet Shastra- (1-4) V. N. Bhatkhande 8. Sangeet Bodh – Shreedhar Sharad Chandra Pranjpayee 9. Bhartiya Sangeet ka Itihas-Shreedhar Sharad Chandra Pranjpe 10. Bhartiya Sangeet ka Itihas- Thakur Jaidev Singh 11. Bhartiya Sangeet Vaiggyanik Vishleshan- Dr. Swatantra Sharma 12. Hamare Sangeet Ratna- Laxmi Narayan Garg 13. Bhartiya sangeet Vadhya – Pt. Lal Mani Mishra 14. Samgaan – Prof. Pankej Mala Sharma 15. Bhartiya Sangeet ke Tantri Vadya – Dr. Prakash Mahadik 	

KURUKSHERTRA UNIVERSITY KURUKSHETRA
Syllabus and Course of Reading for Master of Performing Arts
(5 Year Integrated Programme)
Under NEP-2020 W.E.F. 2023-24

Session: 2024-25			
Part A - Introduction			
Subject	Music Vocal		
Semester	V		
Name of the Course	Various Vocal forms of North Indian Music		
Course Code	B23-PAS-504		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC-M5 (V)		
Level of the course (As per Annexure-I)	300-399		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1.Understand the vocal forms of Medieval period 2. Comparatively explain the vocal forms of medieval period. 3. Understand the various vocal forms of Mughal Period. 4. Understand the various vocal forms of Light music and folk music. <hr/> <p>5*Perform the and comparatively explain the given ragas and taalās</p>		
Credits: 4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6

Max. Marks: 100 (50+50) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours Theory and 6 Hours (Practical)
Part B-Contents of the Course		
<u>Instructions for Paper- Setter</u> 1. There shall be Nine Questions in all. 2. The Question paper will be divided into five units. 3. Paper Setter has to set 2 questions from each unit of syllabus given below ,a total of 8questions from all 4 units. 4. The Question no. nine (Unit- V) will be and compulsory and covers the whole syllabus, it contains 7 objective type questions of one marks each.		
Unit	Topics	Contact Hours
I	1.Jati gayan 2. Giti 3.Dhruva	8
II	1. Prabandh 2. Dhruvad 3. Dhamar	8
III	1. Khyal gayan 2. Thumri 3. Tappa 4. Tarana	7
IV	1. Geet 2. Gazal 3. Bhajan 4. Kajri 5. Chaiti	7
V*	Practical 1. One Vilambit and Drut khyal in each ragas of prescribed syllabus with alaps and taans. Bihag , 2. Detail Description and comparative study of ragas prescribed in syllabus 3. Ability to demonstrate the following taal as inThahDugun and Tigun layakaries :Dhmar Taal, Deepchandi Taal	60

Suggested Evaluation Methods	
<p>Internal Assessment: 30 (15+15*)</p> <p>➤ Theory 15</p> <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/ presentation/ assignment/ quiz/ class test etc.:4 • Mid-Term Exam: 7 <p>➤ Practicum: 15</p> <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 • Mid-Term Exam: 	<p>End Term Examination:</p> <p>70 (35+35*)</p>
Part C-Learning Resources	
<p>Recommended Books/ e-resources/ LMS:</p> <ol style="list-style-type: none"> 1. Sangeetanjali – Part (1-6) Pt. Omkar nath thakur 2. Kramik Pustak Mallika- Part (1-6) V. N. Bhatkhande 3. Raag Vigyan - Part (1-6) Pt. V. R. Patvardhan 4. Raag Parichay Part (1-4) - Harishchand Shrivastav 5. Abhinav Gitanjali (1-5) Pt. Ramashraye Jhaa 6. Pranav Bharti – Pt. Omkar Nath Thakur 7. Bhatkhande Sangeet Shastra- (1-4) V. N. Bhatkhande 8. Sangeet Bodh – Shreedhar Sharad Chandra Pranjpayee 9. Bhartiya Sangeet ka Itihas-Shreedhar Sharad Chandra Pranjpe 10. Bhartiya Sangeet ka Itihas- Thakur Jaidev Singh 11. Bhartiya Sangeet Vaiggyanik Vishleshan- Dr. Swatantra Sharma 12. Hamare Sangeet Ratna- Laxmi Narayan Garg 13. Bhartiya sangeet Vadhya – Pt. Lal Mani Mishra 14. Samgaan – Prof. Pankej Mala Sharma 15. Bhartiya Sangeet ke Tantri Vadya – Dr. Prakash Mahadik 	

KURUKSHERTRA UNIVERSITY KURUKSHETRA
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Session: 2024-25			
Part A– Introduction			
Subject	Music Vocal		
Semester	VI		
Name of the Course	Music Education System		
Course Code	B23-PAS-601		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC-A6		
Level of the course (As per Annexure-I)	300-399		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Enhance his/ her Knowledge about Music education in ancient period. 2. Enhance his/ her Knowledge about Music education in Gharana system. 3. Enhance his/ her Knowledge about Music education in Higher secondary Schools/ Institution of India. 4. Know about Music education in Universities and Colleges. <hr/> <p>5* Practically demonstrate or Perform the given content</p>		
Credits: 4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6

Max. Marks: 100 (50+50) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours Theory and 6 Hours (Practical)
Part B- Contents of the Course		
<p>There shall be Nine Questions; Question number one must be objective type which is compulsory. The candidate is required to attempt FIVE questions in all, selecting ONE question from each unit. All questions carry equal marks.</p>		
Unit	Topics	Contact Hours
I	1.Guru – Shisya Parampara in Indian Tradition 2.Teaching of music in Ancient Period	8
II	1. Teaching of Music in Gharana 2. Merits and Demerits of Gharana System	8
III	1. Teaching of Music in Sangeet Vidyalayas 2. Teaching of Music in Schools	7
IV	1. Teaching of Music in Colleges 2. Teaching of Music in Universities and Music Universities	7
V*	Practical 1.One Vilambit and Drut khyal in each ragas of prescribed syllabus with alaps and taans. Madhumad Sarang , Bhimplasi, 2.Detail Description and comparative study of ragas prescribed in syllabus 3. Ability to demonstrate the following taal as in Dugun, Tigun and Chaugun layakaries. Tivra, Basant .	60

Suggested Evaluation Methods	
<p>Internal Assessment: 30 (15+15*)</p> <p>➤ Theory 15</p> <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/ presentation/ assignment/ quiz/ class test etc.:4 • Mid-Term Exam: 7 <p>➤ Practicum: 15</p> <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 • Mid-Term Exam: 	<p>End Term Examination:</p> <p>70 (35+35*)</p>
Part C-Learning Resources	
<p>Recommended Books/ e-resources/ LMS:</p> <ol style="list-style-type: none"> 1. Sangeetanjali – Part (1-6) Pt. Omkar nath thakur 2. Kramik Pustak Mallika- Part (1-6) V. N. Bhatkhande 3. Raag Vigyan - Part (1-6) Pt. V. R. Patvardhan 4. Raag Parichay Part (1-4) - Harishchand Shrivastav 5. Abhinav Gitanjali (1-5) Pt. Ramashraye Jhaa 6. Pranav Bharti – Pt. Omkar Nath Thakur 7. Bhatkhande Sangeet Shastra- (1-4) V. N. Bhatkhande 8. Sangeet Bodh – Shreedhar Sharad Chandra Pranjpayee 9. Bhartiya Sangeet ka Itihas-Shreedhar Sharad Chandra Pranjpe 10. Bhartiya Sangeet ka Itihas- Thakur Jaidev Singh 11. Bhartiya Sangeet Vaiggyanik Vishleshan- Dr. Swatantra Sharma 12. Hamare Sangeet Ratna- Laxmi Narayan Garg 13. Bhartiya sangeet Vadhya – Pt. Lal Mani Mishra 14. Samgaan – Prof. Pankej Mala Sharma 15. Bhartiya Sangeet ke Tantri Vadya – Dr. Prakash Mahadik 	

KURUKSHERTRA UNIVERSITY KURUKSHETRA
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(5 Year Integrated Programme)
Under NEP-2020 W.E.F. 2023-24

Session: 2024-25			
Part A - Introduction			
Subject	Music Vocal		
Semester	VI		
Name of the Course	Principles of Khyal Style of Hindustani Music		
Course Code	B23-PAS-604		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC-M7 (V)		
Level of the course (As per Annexure-I)	300-399		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Enhance his/ her knowledge about Historical development of Khyal gayan. 2. Enhance his/ her knowledge about various Gharanas of Khyal Gayaki.. 3. Comparatively explain the singing of various Gharanas of Khyal Gayaki. 4. Enhance his/ her knowledge about Contribution of various artists of Khyal gayan.. <hr/> <p>5*Practically demonstrate or Perform the given content</p>		
Credits: 4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6

Max. Marks: 100 (50+50) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (15+15*)		Time: 3 Hours Theory and 6 Hours (Practical)
Part B- Contents of the Course		
<p>There shall be Nine Questions; Question number one must be objective type which is compulsory. The candidate is required to attempt FIVE questions in all, selecting ONE question from each unit. All questions carry equal marks.</p>		
Unit	Topics	Contact Hours
I	1. Origin and Development of Khyal Gayan 2. Knowledge about various types of Khyal	8
II	1. Gharana Tradition in Indian Classical Music 2. Study of different Gharanas of Khyal Gayan	8
III	Comparative study of different Gharanas of Khyal Gayaki 1. Gwalior Gharana 2. Delhi Gharana 3. Agra Gharana 4. Kirana Gharana	7
IV	Biographies 1.Pt. D. V. Paluskar 2. Pt. Krishana Rao Shankar Pandit	7
V*	Practical 1. One Vilambit khyal and Drut khyal in each ragas of prescribed syllabus with alaps and taans. Bihag , Jaijaivanti 2. Detail Description and comparative study of ragas prescribed in syllabus 3. Ability to demonstrate the following taal as in Thah Dugun and Tigon layakaries : Dhmar Taal, Deepchandi Taal	60
Suggested Evaluation Methods		

<p>Internal Assessment: 30 (15+15*)</p> <p>➤ Theory 15</p> <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/ presentation/ assignment/ quiz/ class test etc.:4 • Mid-Term Exam: 7 <p>➤ Practicum: 15</p> <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 • Mid-Term Exam: 	<p>End Term Examination: 70 (35+35*)</p>
<p>Part C-Learning Resources</p>	
<p>Recommended Books/ e-resources/ LMS:</p> <ol style="list-style-type: none"> 1. Sangeetanjali – Part (1-6) Pt. Omkar nath thakur 2. Kramik Pustak Mallika- Part (1-6) V. N. Bhatkhande 3. Raag Vigyan - Part (1-6) Pt. V. R. Patvardhan 4. Raag Parichay Part (1-4) - Harishchand Shrivastav 5. Abhinav Gitanjali (1-5) Pt. Ramashraye Jhaa 6. Pranav Bharti – Pt. Omkar Nath Thakur 7. Bhatkhande Sangeet Shastra- (1-4) V. N. Bhatkhande 8. Sangeet Bodh – Shreedhar Sharad Chandra Pranjpayee 9. Bhartiya Sangeet ka Itihas-Shreedhar Sharad Chandra Pranjpe 10. Bhartiya Sangeet ka Itihas- Thakur Jaidev Singh 11. Bhartiya Sangeet Vaiggyanik Vishleshan- Dr. Swatantra Sharma 12. Hamare Sangeet Ratna- Laxmi Narayan Garg 13. Bhartiya sangeet Vadhya – Pt. Lal Mani Mishra 14. Samgaan – Prof. Pankej Mala Sharma 15. Bhartiya Sangeet ke Tantri Vadya – Dr. Prakash Mahadik 	

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(5 Year Integrated Programme)
Under NEP-2020 W.E.F. 2023-24

Session: 2025-26			
Part A - Introduction			
Subject	Music Vocal		
Semester	VII		
Name of the Course	Theoretical Survey of Indian Music		
Course Code	B23-PAS-701		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC-H1		
Level of the course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1.Enhance his/ her Knowledge about Musical terms and different scales of Music. 2. Enhance his/ her Knowledge about various methods of classification of ragas. 3. Enhance his/ her Knowledge about modern trends in Music. 4. Enhance his/ her Knowledge about the concept of Gram in Music. <hr style="width: 20%; margin-left: 0;"/> <p>5*Practically demonstrate or Perform the given content</p>		
Credits: 4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours Theory and 6 Hours (Practical)	

Part B- Contents of the Course

Instructions for Paper- Setter

1. There shall be Nine Questions in all.
2. The Question paper will be divided into five units.
3. Paper Setter has to set 2 questions from each unit of syllabus given below ,a total of 8questions from all 4 units.
4. The Question no. nine (Unit- V) will be and compulsory and covers the whole syllabus, it contains 7 objective type questions of one marks each.
5. All questions Carry equal marks.

Unit	Topics	Contact Hours
I	<ol style="list-style-type: none">1. Write short notes on following Aptitude , Interest , Learning , Memory , Musicology ,Environment2. Detail study of different Scales – Equal Tempered Scale, Pythagorean Scale, Diatonic Scale	8
II	<ol style="list-style-type: none">1. Critical survey of Ancient to medieval Rag Vargikaran2. Mel System in Indian classical Music3. Ragang system in Modern Context	8
III	<ol style="list-style-type: none">1. Modern trends in Indian Classical Music2. Modern Trends in Folk Music3. Modern trends in Light Music	7
IV	<ol style="list-style-type: none">1. Detailed study of Gram with special reference to Shadaj and Madhyam Gram2. Detailed Study of Murchchhna and its relevance in present context.	7
V*	Practical <ol style="list-style-type: none">1. One Vilambit and Drut khyal in each ragas of prescribed syllabus with alaps and taans. Bhairav, Yaman2. Detail Description and comparative study of ragas prescribed in syllabus3. Ability to demonstrate the following taal as in Dugun ,Tigun and Chaugun layakaries. Jhat Taal, Deepchndi	60

Suggested Evaluation Methods	
<p>Internal Assessment: 30 (15+15*)</p> <p>➤ Theory 15</p> <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/ presentation/ assignment/ quiz/ class test etc.:4 • Mid-Term Exam: 7 <p>➤ Practicum: 15</p> <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 • Mid-Term Exam: 	<p>End Term Examination: 70 (35+35*)</p>
Part C-Learning Resources	
<p>Recommended Books/ e-resources/ LMS:</p> <ol style="list-style-type: none"> 1. Sangeetanjali – Part (1-6) Pt. Omkar nath thakur 2. Kramik Pustak Mallika- Part (1-6) V. N. Bhatkhande 3. Raag Vigyan - Part (1-6) Pt. V. R. Patvardhan 4. Raag Parichay Part (1-4) - Harishchand Shrivastav 5. Abhinav Gitanjali (1-5) Pt. Ramashraye Jhaa 6. Pranav Bharti – Pt. Omkar Nath Thakur 7. Bhatkhande Sangeet Shastra- (1-4) V. N. Bhatkhande 8. Sangeet Bodh – Shreedhar Sharad Chandra Pranjpayee 9. Bhartiya Sangeet ka Itihas-Shreedhar Sharad Chandra Pranjpe 10. Bhartiya Sangeet ka Itihas- Thakur Jaidev Singh 11. Bhartiya Sangeet Vaiggyanik Vishleshan- Dr. Swatantra Sharma 12. Hamare Sangeet Ratna- Laxmi Narayan Garg 13. Bhartiya sangeet Vadhya – Pt. Lal Mani Mishra 14. Samgaan – Prof. Pankej Mala Sharma 15. Bhartiya Sangeet ke Tantri Vadya – Dr. Prakash Mahadik 	

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Session: 2025-26			
Part A - Introduction			
Subject	Music Vocal		
Semester	VII		
Name of the Course	Principles and Techniques of stage Performance		
Course Code	B23-PAS-702		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC- H2		
Level of the course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Enhance his/ her knowledge about various elements of a successful stage performance. 2. Enhance his/ her knowledge about stage performance in various types of music. 3. Enhance his/ her knowledge about accompaniment in various forms of vocal music. 4. Enhance his/ her knowledge about principles of good Alap and taan as described in ancient and modern treatise. <hr/> <p>5*Practically demonstrate or Perform the given content</p>		
Credits: 4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6

Max. Marks: 100 (50+50) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours
Part B- Contents of the Course		
<u>Instructions for Paper- Setter</u> 1. There shall be Nine Questions in all. 2. The Question paper will be divided into five units. 3. Paper Setter has to set 2 questions from each unit of syllabus given below, a total of 8 questions from all 4 units. 4. The Question no. nine (Unit- V) will be and compulsory and covers the whole syllabus, it contains 7 objective type questions of one marks each. 5. All questions Carry equal marks.		
Unit	Topics	Contact Hours
I	1. Historical perspective of stage performance in the field of music. 2. Essential elements for a successful stage performance 3. Inter-relationship between audience and performer.	8
II	Essential elements for a good performance of following- 1. classical Music 2. light Music 3. folk music	8
III	1. Principles of accompaniment with various forms of vocal music -classical / light / folk music 2. Role of Accompanying Artistes in the Stage Performance	7
IV	1. Principles of Ancient and Present Alap gayan 2. Types of Taans as described in various medieval and modern treatise of music.	7
V*	Practical 1. One Vilambit and Drut khyal in each ragas of prescribed syllabus with alaps and taans. Ahir-Bhairava and Nata-Bhairava, 2. Detail Description and comparative study of ragas prescribed in syllabus 3. Ability to demonstrate the following taalās in Dugun ,	60

Tigun and Chaugun layakaries : Ada Chautaal, Dhamar	
Suggested Evaluation Methods	
<p>Internal Assessment: 30 (15+15*)</p> <p>➤ Theory 15</p> <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/ presentation/ assignment/ quiz/ class test etc.:4 • Mid-Term Exam: 7 <p>➤ Practicum: 15</p> <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 • Mid-Term Exam: 	<p>End Term Examination: 70 (35+35*)</p>
Part C-Learning Resources	
<p>Recommended Books/ e-resources/ LMS:</p> <ol style="list-style-type: none"> 1. Sangeetanjali – Part (1-6) Pt. Omkar nath thakur 2. Kramik Pustak Mallika- Part (1-6) V. N. Bhatkhande 3. Raag Vigyan - Part (1-6) Pt. V. R. Patvardhan 4. Raag Parichay Part (1-4) - Harishchand Shrivastav 5. Abhinav Gitanjali (1-5) Pt. Ramashraye Jhaa 6. Pranav Bharti – Pt. Omkar Nath Thakur 7. Bhatkhande Sangeet Shastra- (1-4) V. N. Bhatkhande 8. Sangeet Bodh – Shreedhar Sharad Chandra Pranjpayee 9. Bhartiya Sangeet ka Itihas-Shreedhar Sharad Chandra Pranjpe 10. Bhartiya Sangeet ka Itihas- Thakur Jaidev Singh 11. Bhartiya Sangeet Vaiggyanik Vishleshan- Dr. Swatantra Sharma 12. Hamare Sangeet Ratna- Laxmi Narayan Garg 13. Bhartiya sangeet Vadhya – Pt. Lal Mani Mishra 14. Samgaan – Prof. Pankej Mala Sharma 15. Bhartiya Sangeet ke Tantri Vadya – Dr. Prakash Mahadik 	

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Session: 2025-26			
Part A– Introduction			
Subject	Music Vocal		
Semester	VII		
Name of the Course	Applied Theory of Performing Arts		
Course Code	B23-PAS-703		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC-H3		
Level of the course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Enhance his/ her Knowledge about Principles of various types of compositions 2. Enhance his/ her Knowledge about principles of Improvisation. 3. Enhance his/ her Knowledge about Origin and development of Orchestra. 4. Enhance his/ her Knowledge about various terms of music. <hr/> <p>5*Practically demonstrate or Perform the given content</p>		
Credits: 4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6

Max. Marks: 100 (50+50) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours Theory and 6 Hours (Practical)
Part B- Contents of the Course		
<u>Instructions for Paper- Setter</u> 1. There shall be Nine Questions in all. 2. The Question paper will be divided into five units. 3. Paper Setter has to set 2 questions from each unit of syllabus given below ,a total of 8questions from all 4 units. 4. The Question no. nine (Unit- V) will be and compulsory and covers the whole syllabus, it contains 7 objective type questions of one marks each. 5. All questions Carry equal marks.		
Unit	Topics	Contact Hours
I	1. Nibaddh and Anibaddh Gaan 2. Principles of Composition	8
II	1. Knowledge of following Musical terms Upaj , Vistar , Prastar 2. What are the principles of Improvisation	8
III	1.Origin and development of Orchestra 2.Difference between Vrind-Gaan and Vrind- Vadan	7
IV	1. Harmony , Melody 2.Resonance , Consonance	7
V*	Practical 1.One Vilambit and Drut khyal in each ragas of prescribed syllabus with alaps and taans. Shyam Kalyan Shuddha Sarang, 2.Detail Description and comparative study of ragas prescribed in syllabus 3. Ability to demonstrate the following taalās in Dugun, Tigan and Chaugun layakaries. Pancham Sawari,	60
Suggested Evaluation Methods		
Internal Assessment: 30 (15+15*)		End Term Examination:

<p>➤ Theory 15</p> <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/ presentation/ assignment/ quiz/ class test etc.:4 • Mid-Term Exam: 7 <p>➤ Practicum: 15</p> <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 • Mid-Term Exam: 	70 (35+35*)
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Part C-Learning Resources

Recommended Books/ e-resources/ LMS:

1. Sangeetanjali – Part (1-6) Pt. Omkar nath thakur
2. Kramik Pustak Mallika- Part (1-6) V. N. Bhatkhande
3. Raag Vigyan - Part (1-6) Pt. V. R. Patvardhan
4. Raag Parichay Part (1-4) - Harishchand Shrivastav
5. Abhinav Gitanjali (1-5) Pt. Ramashraye Jhaa
6. Pranav Bharti – Pt. Omkar Nath Thakur
7. Bhatkhande Sangeet Shastra- (1-4) V. N. Bhatkhande
8. Sangeet Bodh – Shreedhar Sharad Chandra Pranjpayee
9. Bhartiya Sangeet ka Itihas-Shreedhar Sharad Chandra Pranjpe
10. Bhartiya Sangeet ka Itihas- Thakur Jaidev Singh
11. Bhartiya Sangeet Vaiggyanik Vishleshan- Dr. Swatantra Sharma
12. Hamare Sangeet Ratna- Laxmi Narayan Garg
13. Bhartiya sangeet Vadhya – Pt. Lal Mani Mishra
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Session: 2025-26			
Part A - Introduction			
Subject	Music Vocal		
Semester	VII		
Name of the Course	Basic Training of Stage and Sound Arrangement and Music Production		
Course Code	B23-PAS-704		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	DSC- H1		
Level of the course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Enhance his/ her knowledge about various terms and equipments of recording studio. 2. Enhance his/ her knowledge about history and techniques of sound recording. 3. Enhance his/ her knowledge about various softwares of music production. 4. Enhance his/ her knowledge about sequence of music production . <hr/> <p>5*Practically demonstrate or Perform the given content</p>		
Credits: 4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6

Max. Marks: 100 (50+50) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours
Part B- Contents of the Course		
<u>Instructions for Paper- Setter</u> 1. There shall be Nine Questions in all. 2. The Question paper will be divided into five units. 3. Paper Setter has to set 2 questions from each unit of syllabus given below ,a total of 8questions from all 4 units. 4. The Question no. nine (Unit- V) will be and compulsory and covers the whole syllabus, it contains 7 objective type questions of one marks each. 5. All questions Carry equal marks.		
Unit	Topics	Contact Hours
I	1. Detailed knowledge of different Sound Equipments- Microphones, Sound Card, Mixer, Monitor, Different Types of Cables, Amplifiers 2. Basic knowledge of the following technical terms of sound system : Equalization Compressor, Echo, Delay, Reverb	8
II	1. Techniques and methods of sound Arrangements in live performance 2. Historical development of sound recording system	8
III	1. Introduction of following software of digital sound recording Cubase, Nuendo 2. Importance of home studio in promoting new talent	7
IV	1. Detailed knowledge of sequence adopted in Studio Recording 2. Importance and utilization of Sound Library.	7
V*	Practical 1. One Vilambit and Drut khyal in each ragas of prescribed syllabus with alaps and taans. Multani, Madhuvanti 2. Detail Description and comparative study of ragas prescribed in syllabus 3. Ability to demonstrate the following taalas in Dugun , Tigun and Chaugun layakaries. Sool taal , Chautaal	60

Suggested Evaluation Methods	
<p>Internal Assessment: 30 (15+15*)</p> <p>➤ Theory 15</p> <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/ presentation/ assignment/ quiz/ class test etc.:4 • Mid-Term Exam: 7 <p>➤ Practicum: 15</p> <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 • Mid-Term Exam: 	<p>End Term Examination: 70 (35+35*)</p>
Part C-Learning Resources	
<p>Recommended Books/ e-resources/ LMS:</p> <ol style="list-style-type: none"> 1. Sangeetanjali – Part (1-6) Pt. Omkar nath thakur 2. Kramik Pustak Mallika- Part (1-6) V. N. Bhatkhande 3. Raag Vigyan - Part (1-6) Pt. V. R. Patvardhan 4. Raag Parichay Part (1-4) - Harishchand Shrivastav 5. Abhinav Gitanjali (1-5) Pt. Ramashraye Jhaa 6. Pranav Bharti – Pt. Omkar Nath Thakur 7. Bhatkhande Sangeet Shastra- (1-4) V. N. Bhatkhande 8. Sangeet Bodh – Shreedhar Sharad Chandra Pranjpayee 9. Bhartiya Sangeet ka Itihas-Shreedhar Sharad Chandra Pranjpe 10. Bhartiya Sangeet ka Itihas- Thakur Jaidev Singh 11. Bhartiya Sangeet Vaiggyanik Vishleshan- Dr. Swatantra Sharma 12. Hamare Sangeet Ratna- Laxmi Narayan Garg 13. Bhartiya sangeet Vadhya – Pt. Lal Mani Mishra 14. Samgaan – Prof. Pankej Mala Sharma 15. Bhartiya Sangeet ke Tantri Vadya – Dr. Prakash Mahadik 	

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Session: 2025-26			
Part A - Introduction			
Subject	Music Vocal		
Semester	VII		
Name of the Course	Vocal Stage Performance		
Course Code	B23-PAS-705		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	PC- H1		
Level of the course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Enhance his/ her knowledge about various elements of a successful stage performance. 2. Enhance his/ her knowledge about stage performance in various types of music. 3. Enhance his/ her knowledge about accompaniment in various forms of vocal music. 4. Enhance his/ her knowledge about principles of good Alap and taan as described in ancient and modern treatise. 		
Credits: 4	Theory	Practical	Total
	0	4	4
Contact Hours	0	4	4
Max. Marks: 100		Time: 6 Hours (Practical)	

Internal Assessment Marks: 30		
End Term Exam Marks:70		
Part B- Contents of the Course		
Unit	Topics	Contact Hours
I	<p>Students are required to prepare any One Raga from the ragas of prescribed syllabus of his/ her choice and perform it for not less than 30 minutes including Alap – bol alaps, Taan-bol taan behlava, laya bant-bolbant Vilambit-Khyal, Drut-Khyal and Tarana are required to be presented.</p> <p>Shyam-Kalyan and Shuddha Sarang, Ahir-Bhairava and Nata-Bhairava</p> <p>Yaman, Bhairava, Multani -Madhuvanti</p>	30
II	<p>One Dhrupad or One Dhamar or Sadra along with layakries or Upaj are to be performed in the Ragas prescribed for Practical paper. It is recommended that Pakhawaj Accompaniment may be provided for Dhrupad or Dhamar singing.</p>	30
III	<p>One Thumari / Dadra/ in Bhairavi or kafi raga, or in any prescribed ragas.</p>	30
IV	<p>One Sadra in any raga of Prescribed syllabus</p>	30
Suggested Evaluation Methods		
<p>Internal Assessment: 30</p> <p>➤ Theory 0</p> <ul style="list-style-type: none"> • Class Participation: 0 • Seminar/ presentation/ assignment/ quiz/ class test etc.:0 • Mid-Term Exam: 0 <p>➤ Practicum: 30</p> <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 		<p>End Term Examination:</p> <p>70</p>

- Mid-Term Exam: 15

Part C-Learning Resources

Recommended Books/ e-resources/ LMS:

1. Sangeetanjali – Part (1-6) Pt. Omkar nath thakur
2. Kramik Pustak Mallika- Part (1-6) V. N. Bhatkhande
3. Raag Vigyan - Part (1-6) Pt. V. R. Patvardhan
4. Raag Parichay Part (1-4) - Harishchand Shrivastav
5. Abhinav Gitanjali (1-5) Pt. Ramashraye Jhaa
6. Pranav Bharti – Pt. Omkar Nath Thakur
7. Bhatkhande Sangeet Shastra- (1-4) V. N. Bhatkhande
8. Sangeet Bodh – Shreedhar Sharad Chandra Pranjpayee
9. Bhartiya Sangeet ka Itihas-Shreedhar Sharad Chandra Pranjpe
10. Bhartiya Sangeet ka Itihas- Thakur Jaidev Singh
11. Bhartiya Sangeet Vaiggyanik Vishleshan- Dr. Swatantra Sharma
12. Hamare Sangeet Ratna- Laxmi Narayan Garg
13. Bhartiya sangeet Vadhya – Pt. Lal Mani Mishra
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Session: 2025-26			
Part A– Introduction			
Subject	Music Vocal		
Semester	VIII		
Name of the Course	Historical Development of Indian Music		
Course Code	B23-PAS-801		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC-H4		
Level of the course (As per Annexure-I)	400- 499		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1.Enhance his/ her Knowledge about development of Music in Vedic period. 2. Enhance his/ her Knowledge about development of Music in Mahakavyakal. 3. Enhance his/ her Knowledge about development of Music in Medieval period 4. Enhance his/ her Knowledge about development of Music in modern period. <hr/> <p>5*Practically demonstrate or Perform the given content</p>		
Credits: 4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6

Max. Marks: 100 (50+50) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours Theory and 6 Hours (Practical)
Part B- Contents of the Course		
<u>Instructions for Paper- Setter</u> 1. There shall be Nine Questions in all. 2. The Question paper will be divided into five units. 3. Paper Setter has to set 2 questions from each unit of syllabus given below ,a total of 8questions from all 4 units. 4. The Question no. nine (Unit- V) will be and compulsory and covers the whole syllabus, it contains 7 objective type questions of one marks each. 5. All questions Carry equal marks.		
Unit	Topics	Contact Hours
I	1. Music in Vedas 2. Music in Puranas, Sanhitas, Brahmanas,	8
II	1. Music in Mahakavyakal Ramayana , Mahabharata 2. Music in SrimadBhagwadgeeta	8
III	1. Development of music in Medieval Period	7
IV	1. Development of music Modern Period	7
V*	Practical 1.OneVilambitand Drutkhyal in each ragas ofprescribed syllabus with alaps and taans. Bageshwari - Rageshwari,, 2.Detail Description and comparative study ofragas prescribed in syllabus 3. Ability to demonstrate the following taal as inAadlayakaries. Dadra , Rupak	60
Suggested Evaluation Methods		
Internal Assessment: 30 (15+15*) > Theory 15 • Class Participation: 4		End Term Examination: 70 (35+35*)

<ul style="list-style-type: none"> • Seminar/ presentation/ assignment/ quiz/ class test etc.:4 • Mid-Term Exam: 7 ➤ Practicum: 15 • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 • Mid-Term Exam: 	
Part C-Learning Resources	
Recommended Books/ e-resources/ LMS:	

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Session: 2025-26			
Part A - Introduction			
Subject	Music Vocal		
Semester	VIII		
Name of the Course	Principles and Techniques of stage Performance and Recording Studio Work		
Course Code	B23-PAS-802		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC- H5		
Level of the course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Enhance his/ her knowledge about accompaniment with various musical forms. 2. Enhance his/ her knowledge about principles of Apap gayan and Taans 3. Enhance his/ her knowledge about Analog and Digital recording. 4. Enhance his/ her knowledge about use and advantages of Digital work station. <hr/> <p>5*Practically demonstrate or Perform the given content</p>		
Credits: 4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6

Max. Marks: 100 (50+50) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours Theory and 6 Hours (Practical)
Part B- Contents of the Course		
<u>Instructions for Paper- Setter</u> 1. There shall be Nine Questions in all. 2. The Question paper will be divided into five units. 3. Paper Setter has to set 2 questions from each unit of syllabus given below ,a total of 8questions from all 4 units. 4. The Question no. nine (Unit- V) will be and compulsory and covers the whole syllabus, it contains 7 objective type questions of one marks each. 5. All questions Carry equal marks.		
Unit	Topics	Contact Hours
I	1.Principles of accompaniment with various forms of vocal music -classical / light / folk music 2. Role of Accompanying Artistes in the Stage Performance	8
II	1. Principles of Ancient and Present Alapgan 2. Types of Taans as described in various medieval and modern treatise of music.	8
III	1. Analog recording 2. Digital Recording and reproduction process 3. Introduction to Recording Softwares. Cubase ,Nuendo	7
IV	1. Digital audio work station 2. Advantages of Hard Disc recording	7
V*	Practical 1. One Vilambit and Drut khyal in each ragas of prescribed syllabus with alaps and taans. Madhumad Sarang-Vrindavani-Sarang.	60

	<p>2.Detail Description and comparative study of ragas prescribed in syllabus</p> <p>3.Ability to demonstrate the following taalas in Aad layakaries: Teen taal, Kaharwa</p>	
Suggested Evaluation Methods		
<p>Internal Assessment: 30 (15+15*)</p> <p>> Theory 15</p> <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/ presentation/ assignment/ quiz/ class test etc.:4 • Mid-Term Exam: 7 <p>> Practicum: 15</p> <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 • Mid-Term Exam: 	<p>End Term Examination:</p> <p>70 (35+35*)</p>	
Part C-Learning Resources		
Recommended Books/ e-resources/ LMS:		

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Session: 2025-26			
Part A - Introduction			
Subject	Music Vocal		
Semester	VIII		
Name of the Course	Aesthetical Study of Indian Music		
Course Code	B23-PAS-803		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC-H6		
Level of the course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Enhance his/ her Knowledge about principles of Aesthetics in Music. 2. Enhance his/ her Knowledge about Indian and Western theories regarding Aesthetics. 3. Enhance his/ her Knowledge about Ras theory of Indian music. 4. Enhance his/ her Knowledge about application of Ras theory in Indian music. <p style="text-align: center;">•</p> <hr style="width: 20%; margin: auto;"/> <p>5*Practically demonstrate or Perform the given content</p>		
Credits: 4	Theory	Practical	Total

	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours Theory and 6 Hours (Practical)	
Part B- Contents of the Course			
<u>Instructions for Paper- Setter</u> 1. There shall be Nine Questions in all. 2. The Question paper will be divided into five units. 3. Paper Setter has to set 2 questions from each unit of syllabus given below ,a total of 8questions from all 4 units. 4. The Question no. nine (Unit- V) will be and compulsory and covers the whole syllabus, it contains 7 objective type questions of one marks each. 5. All questions Carry equal marks.			
Unit	Topics		Contact Hours
I	1. Principles of Aesthetics 2. Aesthetics in Music		8
II	1. Indian theories regarding Aesthetics 2. Western theories regarding Aesthetics		8
III	1. Detailed description of Rasa theory 2. Rasa theory in ancient musical Treatise .		7
IV	1. Rasa theory and its application to Indian Music. 2. Principles of good Alap and Taans		7
V*	Practical 1.One Vilambitand Drutkhyal in each ragas of prescribed syllabus with alaps and taans. Marwa and Puriya. 2.Detail Description and comparative study of ragas prescribed in syllabus 3. Ability to demonstrate the following taal as in Aad layakaries. Ek Taal		60

Suggested Evaluation Methods	
<p>Internal Assessment: 30 (15+15*)</p> <p>➤ Theory 15</p> <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/ presentation/ assignment/ quiz/ class test etc.:4 • Mid-Term Exam: 7 <p>➤ Practicum: 15</p> <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 • Mid-Term Exam: 	<p>End Term Examination: 70 (35+35*)</p>
Part C-Learning Resources	
Recommended Books/ e-resources/ LMS:	

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Session: 2025-26			
Part A–Introduction			
Subject	Music Vocal		
Semester	VIII		
Name of the Course	Digital Era Recording Techniques and Application of Music		
Course Code	B23-PAS-804		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	DSC- H2		
Level of the course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Enhance his/ her knowledge about Modern Studio and various equipments used in Music production. 2. Enhance his/ her knowledge about the importance of Print and digital media in Music 3. Enhance his/ her knowledge about the application of music in various forms in Human life 4. Enhance his/ her knowledge about music and business <hr/> <p>5*Practically demonstrate or Perform the given content</p>		
Credits:4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6

Max. Marks: 100 (50+50) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours Theory and 6 Hours (Practical)
Part B – Contents of the Course		
<u>Instructions for Paper- Setter</u> 1. There shall be Nine Questions in all. 2. The Question paper will be divided into five units. 3. Paper Setter has to set 2 questions from each unit of syllabus given below, a total of 8 questions from all 4 units. 4. The Question no. nine (Unit- V) will be and compulsory and covers the whole syllabus, it contains 7 objective type questions of one marks each. 5. All questions Carry equal marks.		
Unit	Topics	Contact Hours
I	1. Detailed description of a Modern Studio. 2. Description of L.P. Recording, Tape cassettes, CD/ D.V.D, Micro Chip etc. 3. Sound Production & Use of Microphone.	8
II	1.Importance of Computer & Internet for Music. 2.Importance of electronic media to promote Music 3.Importance of Print Media for Music (Books, Newspapers, Magazines, Journals etc.)	8
III	1. Music and Meditation 2. Healing through Music 3. Importance of Music for school Students 4. Use of music to enhance learning in various subjects	7
IV	1. Music licensing and copyright 2. Music marketing and branding 3. Music for business presentations and events	7
V*	Practical 1.One Vilambit and Drut khyal in each ragas of prescribed syllabus with alaps and taans.	60

	<p>Kafi, Bihag</p> <p>2.Detail Description and comparative study of ragas prescribed in syllabus</p> <p>3. Ability to demonstrate the following taalās in Aad layakaries.</p> <p>Teen taal</p>	
Suggested Evaluation Methods		
<p>Internal Assessment: 30 (15+15*)</p> <p>➤ Theory 15</p> <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/ presentation/ assignment/ quiz/ class test etc.:4 • Mid-Term Exam: 7 <p>➤ Practicum: 15</p> <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 • Mid-Term Exam: 	<p>End Term Examination:</p> <p>70 (35+35*)</p>	
Part C-Learning Resources		
Recommended Books/ e-resources/ LMS:		

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Session: 2025-26			
Part A - Introduction			
Subject	Music Vocal		
Semester	VIII		
Name of the Course	Vocal Stage Performance		
Course Code	B23-PAS-805		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	PC- H2		
Level of the course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Enhance his/ her knowledge about various elements of a successful stage performance. 2. Enhance his/ her knowledge about stage performance in various types of music. 3. Enhance his/ her knowledge about accompaniment in various forms of vocal music. 4. Enhance his/ her knowledge about principles of good Alap and taan as described in ancient and modern treatise. 		
Credits: 4	Theory	Practical	Total
	0	4	4
Contact Hours	0	4	4
Max. Marks: 100		Time: 6 Hours (Practical)	

Internal Assessment Marks: 30		
End Term Exam Marks:70		
Part B- Contents of the Course		
Unit	Topics	Contact Hours
I	Students are required to prepare any One Raga from the ragas of prescribed syllabus of his/ her choice and perform it for not less than 30 minutes including Alap – bol alaps, Taan-bol taan behlava, laya bant-bol bantVilambit-Khyal, Drut-Khyal and Tarana are required to be presented. Bageshwari - Rageshwari, MadhumadSarang-Vrindavani-Sarang. Kafi, Bihag, Marwa and Puriya	30
II	One Dhrupad or One Dhamar or Sadra along with layakries or Upaj are to be performed in the Ragas prescribed for Practical paper. It is recommended that Pakhawaj Accompaniment may be provided for Dhrupad or Dhamar singing. 10	30
III	One Thumari/ Dadra/ in raga in any raga 10	30
IV	One Sadra in any raga of Prescribed syllabus Ability to demonstrate the following taal as in Aad layakaries : Teen taal, Ektaal	30
Suggested Evaluation Methods		
Internal Assessment: 30 > Theory • Class Participation: • Seminar/ presentation/ assignment/ quiz/ class test etc.: • Mid-Term Exam: > Practicum: 30 • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 • Mid-Term Exam: 15		End Term Examination: 70
Part C-Learning Resources		
Recommended Books/ e-resources/ LMS:		

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Session: 2026-27			
Part A–Introduction			
Subject	Music Vocal		
Semester	VIII		
Name of the Course	Projects / Dissertations		
Course Code	B23-PAS-806		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	Projects / Dissertations		
Level of the course (As per Annexure-I)	500-599		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes(CLO):	After completing this course, the learner will be able to: 1. Enhance his/ her Knowledge about writing skill, analytical approach, and developing own vision to explain comprehensively.		
Credits: 12(8+4)	Dissertation	Viva -voce	Total
	8	4	12
Contact Hours	-	-	-
Max. Marks: 300(200 Dissertation+100 Viva voce)		Time: 6 Hours	
Part B- Contents of the Course			
Unit	Topics	Contact Hours	
I	Student has to submit a project report / dissertation (60 to 80 Pages) in a print form before practical exam.		

	<p>Areas for project :</p> <ol style="list-style-type: none"> 1. Classical 2. Semi Classical Music 3. Folk and Light Music 4. Western Music 5. Devotional Music / Sufi Music/ Shrimad Bhagwad Geeta Shlokas 6. Coverage of musical competition, concerts / event or associated areas with written report and video C.D.(if required) 	
Suggested Evaluation Methods		
	End Term Examination: 300(200+100)	
PartC-Learning Resources		
<p>Recommended Books/ e-resources/ LMS: Student can consult with Nobel laureates, and he / she can take assistance of related literature, books, epics, E- resources.</p>		

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Session: 2026-27			
Part A– Introduction			
Subject	Music Vocal		
Semester	IX		
Name of the Course	Interdisciplinary Approach in Indian Music		
Course Code	B23-PAS-901		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC-PG1		
Level of the course (As per Annexure-I)	500- 599		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1.Enhance his/ her Knowledge about inter-relationship of Music with literature and Fine Arts 2. Enhance his/ her Knowledge about inter-relationship of Music with mathematics and Science 3. Enhance his/ her Knowledge about inter-relationship of Music with religion 4. Enhance his/ her Knowledge about inter-relationship of Music with Culture and Psychology <hr/> <p>5*Practically demonstrate or Perform the given content</p>		
Credits:4	Theory	Practical	Total

	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours Theory and 6 Hours Practical	
Part B- Contents of the Course			
<u>Instructions for Paper- Setter</u> 1. There shall be Nine Questions in all. 2. The Question paper will be divided into five units. 3. Paper Setter has to set 2 questions from each unit of syllabus given below ,a total of 8questions from all 4 units. 4. The Question no. nine (Unit- V) will be objective type, compulsory and covers the whole syllabus, it contains 7 objective type questions of one marks each. 5. All questions Carry equal marks.			
Unit	Topics		Contact Hours
I	1.Music & Literature 2.Music and Fine Arts		8
II	1.Music & Mathematics 2.Music & Science		8
III	1.Music & Religion 2.Music and Society		7
IV	1. 1.Music and Culture 2. 2.Music and Psychology 3.		7
V*	Practical 1. One Vilambit and Drut khyal in each ragas of prescribed syllabus with alaps and taans. Miyan Ki Todi, Bilaskhani Todi 2. Detail Description and comparative study of ragas prescribed in syllabus 3. Ability to demonstrate the following taal as in Aad layakaries. Teen Taal , Ek Taal		60

Suggested Evaluation Methods	
<p>Internal Assessment: 30 (15+15*)</p> <p>➤ Theory 15</p> <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/ presentation/ assignment/ quiz/ class test etc.:4 • Mid-Term Exam: 7 <p>➤ Practicum: 15</p> <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 • Mid-Term Exam: 	<p>End Term Examination: 70 (35+35*)</p>
Part C-Learning Resources	
<p>Recommended Books/ e-resources/ LMS:</p> <ol style="list-style-type: none"> 1. Sangeetanjali – Part (1-6) Pt. Omkar nath thakur 2. Kramik Pustak Mallika- Part (1-6) V. N. Bhatkhande 3. Raag Vigyan - Part (1-6) Pt. V. R. Patvardhan 4. Raag Parichay Part (1-4) - Harishchand Shrivastav 5. Abhinav Gitanjali (1-5) Pt. Ramashraye Jhaa 6. Pranav Bharti – Pt. Omkar Nath Thakur 7. Bhatkhande Sangeet Shastra- (1-4) V. N. Bhatkhande 8. Sangeet Bodh – Shreedhar Sharad Chandra Pranjpayee 9. Bhartiya Sangeet ka Itihas-Shreedhar Sharad Chandra Pranjpe 10. Bhartiya Sangeet ka Itihas- Thakur Jaidev Singh 11. Bhartiya Sangeet Vaiggyanik Vishleshan- Dr. Swatantra Sharma 12. Hamare Sangeet Ratna- Laxmi Narayan Garg 13. Bhartiya sangeet Vadhya – Pt. Lal Mani Mishra 14. Samgaan – Prof. Pankej Mala Sharma 15. Bhartiya Sangeet ke Tantri Vadya – Dr. Prakash Mahadik 	

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Session: 2026-27	
Part A– Introduction	
Subject	Music Vocal
Semester	IX
Name of the Course	Aesthetics of Indian Music
Course Code	B23-PAS-902
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC- PG2
Level of the course (As per Annexure-I)	500-599
Pre-requisite for the course (if any)	NA
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Develop a comprehensive understanding of the various traditions of Indian music 2. Explore the multifaceted relationship between music and spirituality in India, examining its significance in religious practices and devotional expression. 3. Develop a comprehensive understanding of the Rasa theory of Indian Classical Music 4: Evaluate the impact of modernity on Indian music, including the influence of Western music, the rise of fusion genres, and the evolving role of technology in the musical landscape. (Unit 4) <hr/> <p>5*Practically demonstrate or Perform the given content</p>

Credits:4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours Theory and 6 Hours Practical	
Part B- Contents of the Course			
<u>Instructions for Paper- Setter</u> 1. There shall be Nine Questions in all. 2. The Question paper will be divided into five units. 3. Paper Setter has to set 2 questions from each unit of syllabus given below ,a total of 8questions from all 4 units. 4. The Question no. nine (Unit- V) will be and compulsory and covers the whole syllabus, it contains 7 objective type questions of one marks each. 5. All questions Carry equal marks.			
Unit	Topics	Contact Hours	
I	Foundations of Indian Music Introduction to the vast landscape of Indian music: 1. Hindustani 2. Carnatic 3. Folk traditions.	8	
II	Spiritual and Devotional Dimensions 1. The role of music in Indian religious traditions (Hinduism, Buddhism, Islam). 2. Bhajans, Kirtans, and Qawwalis: devotional music genres. 3. The concept of Bhakti (devotion) and its expression through music. 4. The use of music in rituals and ceremonies. 5. The idea of Nada Brahma (sound as the ultimate reality).	8	
III	Rasa and Bhava: The Emotional Core 1. The concept of Rasa: evoking emotions through music. 2. Understanding the nine primary Rasas and their	7	

	<p>corresponding Bhavas (sentiments).</p> <p>3. Exploring the relationship between Raga, lyrics, and Rasa creation.</p> <p>4. Case studies of specific Ragas and their associated emotions.</p>	
IV	<p>Modernity and the Future of Indian Music</p> <p>1. The influence of Western music on Indian music in the 20th century.</p> <p>2. Fusion music and cross-cultural collaborations.</p> <p>3. The role of technology in music production and dissemination.</p> <p>4. The future of Indian music: preserving traditions while embracing innovation.</p>	7
V*	<p>Practical</p> <p>1. One Vilambit and Drutkhyal in each ragas of prescribed syllabus with alaps and taans. Maru Bihag, Nat Bihag</p> <p>2. Detail Description and comparative study of ragas prescribed in syllabus</p> <p>3. Ability to demonstrate the following taalas in Aad layakaries: Jhaptaal, Chutaal</p>	60
Suggested Evaluation Methods		
<p>Internal Assessment: 30 (15+15*)</p> <p>➤ Theory 15</p> <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/ presentation/ assignment/ quiz/ class test etc.: 4 • Mid-Term Exam: 7 <p>➤ Practicum: 15</p> <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 • Mid-Term Exam: 		<p>End Term Examination: 70 (35+35*)</p>
Part C-Learning Resources		
<p>Recommended Books/ e-resources/ LMS:</p> <p>1. Sangeetanjali – Part (1-6) Pt. Omkar nath thakur</p>		

2. Kramik Pustak Mallika- Part (1-6) V. N. Bhatkhande
3. Raag Vigyan - Part (1-6) Pt. V. R. Patvardhan
4. Raag Parichay Part (1-4) - Harishchand Shrivastav
5. Abhinav Gitanjali (1-5) Pt. Ramashraye Jhaa
6. Pranav Bharti – Pt. Omkar Nath Thakur
7. Bhatkhande Sangeet Shastra- (1-4) V. N. Bhatkhande
8. Sangeet Bodh – Shreedhar Sharad Chandra Pranjpayee
9. Bhartiya Sangeet ka Itihas-Shreedhar Sharad Chandra Pranjpe
10. Bhartiya Sangeet ka Itihas- Thakur Jaidev Singh
11. Bhartiya Sangeet Vaiggyanik Vishleshan- Dr. Swatantra Sharma
12. Hamare Sangeet Ratna- Laxmi Narayan Garg
13. Bhartiya sangeet Vadhya – Pt. Lal Mani Mishra
14. Samgaan – Prof. Pankej Mala Sharma
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Session: 2026-27			
Part A– Introduction			
Subject	Music Vocal		
Semester	IX		
Name of the Course	Voice Modulation Voice Culture & Application of Sound in Indian Music		
Course Code	B23-PAS-903		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC-PG3		
Level of the course (As per Annexure-I)	500-599		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Enhance his/ her Knowledge about the basics of Vocal Practices. 2. Enhance his/ her Knowledge about Voice Modulation. 3. Enhance his/ her Knowledge about Voice culture in Music. 4. Enhance his/ her Knowledge about application of sound in Music. <hr/> <p>5* Practically demonstrate or Perform the given content</p>		
Credits: 4	Theory	Practical	Total
	2	2	4

Contact Hours	2	4	6
Max. Marks: 100 (50+50) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours Theory and 6 Hours Practical	
Part B- Contents of the Course			
<u>Instructions for Paper- Setter</u> 1. There shall be Nine Questions in all. 2. The Question paper will be divided into five units. 3. Paper Setter has to set 2 questions from each unit of syllabus given below ,a total of 8questions from all 4 units. 4. The Question no. nine (Unit- V) will be and compulsory and covers the whole syllabus, it contains 7 objective type questions of one marks each. 5. All questions Carry equal marks.			
Unit	Topics	Contact Hours	
I	The Foundation of Vocal Practice 1. Anatomy and Physiology of the Voice: Understanding the vocal apparatus and its function in sound production. 2. Posture and Breath Control: Techniques for proper posture, diaphragmatic breathing, and breath support for singing. 3. Swarabhyas (Vocal Exercises): Introduction to basic vocal exercises for developing vocal clarity, pitch accuracy, and range. 4. Concept of Riyaz (Practice): Importance of consistent practice routines and effective learning methods.	8	
II	Mastering Voice Modulation 1. Techniques for Pitch Control: Exploring exercises and strategies for achieving accurate and sustained notes. 2. Gamaka (Ornamentation): Learning different types of Gamakas used in Indian music for expressiveness. 3. Emotional Expression through Voice: Exploring techniques to convey emotions through vocal delivery. 4. Listening Skills and Imitation: Techniques for	8	

	active listening and emulating the nuances of established vocalists.	
III	<p>Voice Culture in Indian Music Traditions</p> <ul style="list-style-type: none"> • 1.Carnatic vs. Hindustani Vocal Techniques: Exploring the stylistic differences in vocal approaches between the two major Indian classical traditions. • 2.Aalap and Taan (Improvisation): Introduction to improvisation techniques in Indian vocal music. • 3.The Role of the Guru (Teacher): Importance of traditional teacher-student lineage in shaping vocal development. • 4.Maintaining Vocal Health: Practices for vocal hygiene and preventing vocal strain. 	7
IV	<p>Application of Sound in Indian Music</p> <ul style="list-style-type: none"> • 1.The Science of Sound: Basic principles of acoustics relevant to vocal performance and Indian music. • 2.Timbre and Resonance: Exploring techniques for creating desired vocal timbre and achieving resonance. • 3.Microphones and Recording Techniques: Understanding microphone types and basic recording techniques for vocalists. • 4.Performance Practices in Indian Music: Stage presence, audience interaction, and maintaining artistic integrity in live performances. • 	7
V*	<p>Practical</p> <p>1.One Vilambitand Drut khyal in each ragas of prescribed syllabus with alaps and taans. Madhukauns, Chandrakauns</p> <p>2.Detail Description and comparative study of ragas prescribed in syllabus</p> <p>3. Ability to demonstrate the following taalās in Aadlayakaries.Tivra , Rupak</p>	60

Suggested Evaluation Methods	
<p>Internal Assessment: 30 (15+15*)</p> <p>➤ Theory 15</p> <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/ presentation/ assignment/ quiz/ class test etc.:4 • Mid-Term Exam: 7 <p>➤ Practicum: 15</p> <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 • Mid-Term Exam: 	<p>End Term Examination: 70 (35+35*)</p>
Part C-Learning Resources	
<p>Recommended Books/ e-resources/ LMS:</p> <ol style="list-style-type: none"> 1. Sangeetanjali – Part (1-6) Pt. Omkar nath thakur 2. Kramik Pustak Mallika- Part (1-6) V. N. Bhatkhande 3. Raag Vigyan - Part (1-6) Pt. V. R. Patvardhan 4. Raag Parichay Part (1-4) - Harishchand Shrivastav 5. Abhinav Gitanjali (1-5) Pt. Ramashraye Jhaa 6. Pranav Bharti – Pt. Omkar Nath Thakur 7. Bhatkhande Sangeet Shastra- (1-4) V. N. Bhatkhande 8. Sangeet Bodh – Shreedhar Sharad Chandra Pranjpayee 9. Bhartiya Sangeet ka Itihas-Shreedhar Sharad Chandra Pranjpe 10. Bhartiya Sangeet ka Itihas- Thakur Jaidev Singh 11. Bhartiya Sangeet Vaiggyanik Vishleshan- Dr. Swatantra Sharma 12. Hamare Sangeet Ratna- Laxmi Narayan Garg 13. Bhartiya sangeet Vadhya – Pt. Lal Mani Mishra 14. Samgaan – Prof. Pankej Mala Sharma 15. Bhartiya Sangeet ke Tantri Vadya – Dr. Prakash Mahadik 	

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(5 Year Integrated Programme)
Under NEP-2020 W.E.F. 2023-24

Session: 2026-27	
Part A–Introduction	
Subject	Music Vocal
Semester	IX
Name of the Course	Multidimensional Aspects of Indian Music
Course Code	B23-PAS-904
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	DSC-PG 1
Level of the course (As per Annexure-I)	500-599
Pre-requisite for the course (if any)	NA
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a foundational understanding of the various concepts underlying the major Indian musical traditions 2. Analyze the structure and characteristics of Talas, applying their knowledge to identify these elements in musical pieces. 3. Explain the cultural significance of Indian music, exploring its role in religious practices, social commentary, and regional diversity. 4. Evaluate the impact of modernity on Indian music, discussing the influence of Western music, the rise of fusion genres, and the evolving role of technology. <hr style="width: 20%; margin-left: 0;"/> <p>5*Practically demonstrate or Perform the given content</p>

Credits: 4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours Theory and 6 Hours Practical	
Part B- Contents of the Course			
<u>Instructions for Paper- Setter</u> 1. There shall be Nine Questions in all. 2. The Question paper will be divided into five units. 3. Paper Setter has to set 2 questions from each unit of syllabus given below ,a total of 8 questions from all 4 units. 4. The Question no. nine (Unit- V) will be and compulsory and covers the whole syllabus, it contains 7 objective type questions of one marks each. 5. All questions Carry equal marks.			
Unit	Topics	Contact Hours	
I	Unit 1: Essays on Music 1. Globalization and Indian music 2. Role of Music In National Integration 3. Role of music in all round development of child 4. Suggestions for popularizing Indian Classical music in schools and colleges. 5. Role of music for Employability 6. Role of Music in Popularising Geeta	8	
II	Unit 2: Theory and Performance Practice 1. Understanding the role of Tala in structuring rhythmic patterns and creating time cycles. 2. Analyzing the relationship between Raga, Tala, and the structure of musical compositions.	8	
III	Unit 3: Cultural Significance and Social Impact 1. Music as a tool for social commentary, storytelling, and	7	

	<p>cultural transmission.</p> <p>2. Exploring the regional variations and folk music traditions of Haryana and Punjab.</p>	
IV	<p>Unit 4: Modernity and the Future of Indian Music</p> <p>1. The influence of Western music on Indian music in the 20th century.</p> <p>2. Exploring the rise of fusion genres and cross-cultural collaborations.</p> <p>3. The impact of technology on music production, dissemination, and accessibility.</p> <ul style="list-style-type: none"> • 	7
V*	<p>1. One Vilambit and Drut khyal in each raga of prescribed syllabus with alaps and taans. Shuddha Kalyan, Puriya Kalyan</p> <p>2. Detail Description and comparative study of ragas prescribed in syllabus</p> <p>3. Ability to demonstrate the following taalās in Aad layakāries. Tivra, Rupak</p>	60
Suggested Evaluation Methods		
<p>Internal Assessment: 30 (15+15*)</p> <p>➤ Theory 15</p> <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/ presentation/ assignment/ quiz/ class test etc.: 4 • Mid-Term Exam: 7 <p>➤ Practicum: 15</p> <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 • Mid-Term Exam: 		<p>End Term Examination: 70 (35+35*)</p>
Part C-Learning Resources		
<p>Recommended Books/ e-resources/ LMS:</p> <ol style="list-style-type: none"> 1. Sangeetanjali – Part (1-6) Pt. Omkar Nath Thakur 2. Kramik Pustak Mallika- Part (1-6) V. N. Bhatkhande 3. Raag Vigyan - Part (1-6) Pt. V. R. Patvardhan 4. Raag Parichay Part (1-4) - Harishchand Shrivastav 5. Abhinav Gitanjali (1-5) Pt. Ramashraye Jhaa 		

6. Pranav Bharti – Pt. Omkar Nath Thakur
7. Bhatkhande Sangeet Shastra- (1-4) V. N. Bhatkhande
8. Sangeet Bodh – Shreedhar Sharad Chandra Pranjpayee
9. Bhartiya Sangeet ka Itihas-Shreedhar Sharad Chandra Pranjpe
10. Bhartiya Sangeet ka Itihas- Thakur Jaidev Singh
11. Bhartiya Sangeet Vaiggyanik Vishleshan- Dr. Swatantra Sharma
12. Hamare Sangeet Ratna- Laxmi Narayan Garg
13. Bhartiya sangeet Vadhya – Pt. Lal Mani Mishra
14. Samgaan – Prof. Pankej Mala Sharma
15. Bhartiya Sangeet ke Tantri Vadya – Dr. Prakash Mahadik

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Under NEP-2020 W.E.F. 2023-24

Session: 2026-27			
Part A– Introduction			
Subject	Music Vocal		
Semester	IX		
Name of the Course	Vocal Stage Performance		
Course Code	B23-PAS-905		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	PC- PG 1		
Level of the course (As per Annexure-I)	500-599		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Enhance his/ her knowledge about various elements of a successful stage performance. 2. Enhance his/ her knowledge about stage performance in various types of music. 3. Enhance his/ her knowledge about accompaniment in various forms of vocal music. 4. Enhance his/ her knowledge about principles of good Alap and taan as described in ancient and modern treatise. <hr/>		
Credits: 4	Theory	Practical	Total
	0	4	4
Contact Hours	0	4	4

Max. Marks: 100 Internal Assessment Marks: 30 End Term Exam Marks:70		Time: 6 Hours (Practical)
Part B- Contents of the Course		
Instructions for Paper – Setter		
Unit	Topics	Contact Hours
I	Students are required to prepare any One Raga from the ragas of prescribed syllabus of his/ her choice and perform it for not less than 30 minutes including Alap –bol alaps, Taan-bol taan behlava, laya bant-bol bantVilambit-Khyal, Drut-Khyal and Tarana are required to be presented. Miyani Ki Todi- Bilaskhani Todi , Maru Bihag – Nat Bihag, Madhukauns -Chandrakauns, Shuddha Kalyan- Puriya Kalyan	30
II	One Dhrupad or One Dhamar or Sadra along with layakries or Upaj are to be performed in the Ragas prescribed for Practical paper. It is recommended that Pakhawaj Accompaniment may be provided for Dhrupad or Dhamar singing.	30
III	One Thumri/ Dadra/ in any raga	30
IV	One Sadra in any raga of Prescribed syllabus Ability to demonstrate the following taal in Aad layakaries : Teen taal, Ektaal	30
Suggested Evaluation Methods		
Internal Assessment: 30 > Theory <ul style="list-style-type: none"> • Class Participation: • Seminar/ presentation/ assignment/ quiz/ class test etc: • Mid-Term Exam: > Practicum: 30		End Term Examination: 70

- Class Participation: **5**
- Seminar/ Demonstration/ Viva-voce/ Lab records etc.: **10**
- Mid-Term Exam: 15

Part C-Learning Resources

Recommended Books/ e-resources/ LMS:

1. Sangeetanjali – Part (1-6) Pt. Omkar nath thakur
2. Kramik Pustak Mallika- Part (1-6) V. N. Bhatkhande
3. Raag Vigyan - Part (1-6) Pt. V. R. Patvardhan
4. Raag Parichay Part (1-4) - Harishchand Shrivastav
5. Abhinav Gitanjali (1-5) Pt. Ramashraye Jhaa
6. Pranav Bharti – Pt. Omkar Nath Thakur
7. Bhatkhande Sangeet Shastra- (1-4) V. N. Bhatkhande
8. Sangeet Bodh – Shreedhar Sharad Chandra Pranjpayee
9. Bhartiya Sangeet ka Itihas-Shreedhar Sharad Chandra Pranjpe
10. Bhartiya Sangeet ka Itihas- Thakur Jaidev Singh
11. Bhartiya Sangeet Vaiggyanik Vishleshan- Dr. Swatantra Sharma
12. Hamare Sangeet Ratna- Laxmi Narayan Garg
13. Bhartiya sangeet Vadhya – Pt. Lal Mani Mishra
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Session: 2026-27			
Part A - Introduction			
Subject	Music (Common in Vocal, Sitar , Tabla and Kathak)		
Semester	X		
Name of the Course	Research Methodology		
Course Code	B23-PAS-1001		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC-PG4		
Level of the course (As per Annexure-I)	500- 599		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1.Enhance his/ her Knowledge about Research 2. Enhance his/ her Knowledge about methods of data collections 3. Enhance his/ her Knowledge about data analysis and research 4. Enhance his/ her Knowledge about research ethics and scientific writing <hr/> <p>5*Practically demonstrate or Perform the given content</p>		
Credits:4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours Theory and 6 Hours for Practical	

Part B- Contents of the Course

Instructions for Paper- Setter

1. There shall be Nine Questions in all.
2. The Question paper will be divided into five units.
3. Paper Setter has to set 2 questions from each unit of syllabus given below ,a total of 8questions from all 4 units.
4. The Question no. nine (Unit- V) will be and compulsory and covers the whole syllabus, it contains 7 objective type questions of one marks each.
5. All questions Carry equal marks.

Unit	Topics	Contact Hours
I	Introduction to Research Methodology <ol style="list-style-type: none">1. The Nature of Research: Defining research, types of research (basic vs. applied, quantitative vs. qualitative), and the research process.2. Formulating a Research Question: Identifying researchable topics, developing clear and focused research questions, and hypotheses (if applicable).3. Literature Review: Importance of literature review, searching for relevant sources, critical evaluation of existing research.	8
II	Research Design and Methods <ol style="list-style-type: none">1. Research Designs: Exploring different research designs (experimental, quasi-experimental, survey, case study, etc.) based on research objectives.2. Sampling Techniques: Understanding sampling methods (probability vs. non-probability), sample size determination, and sampling bias.3. Data Collection Methods: Exploring various data collection methods (surveys, interviews, observations, document analysis) and choosing appropriate methods for specific research questions.	8
III	Data Analysis and Interpretation <ol style="list-style-type: none">1. Quantitative Data Analysis: Descriptive statistics (measures of central tendency and dispersion), basic statistical tests (hypothesis testing, correlation, etc.), and data analysis software.2. Qualitative Data Analysis: Techniques for analyzing qualitative data (coding, thematic analysis, narrative analysis) and using qualitative analysis software (optional).3. Data Interpretation: Drawing meaningful conclusions	7

	<p>from analyzed data, identifying limitations, and discussing the implications of research findings.</p> <ul style="list-style-type: none"> • 	
IV	<p>Research Ethics and Scientific Writing</p> <ol style="list-style-type: none"> 1. Research Ethics: Understanding ethical principles like informed consent, anonymity, confidentiality, and responsible conduct of research. 2. Scientific Writing: Structure of a research paper (introduction, literature review, methodology, results, discussion, conclusion, references), academic writing style, and citation styles (APA, MLA, etc.). 3. Research Communication: Effective presentation of research findings (oral presentations, posters, research reports). 	7
V*	<ol style="list-style-type: none"> 1. Students have to prepare a Synopsis on any topic given by class teacher. 2. Review of a Book 	60
Suggested Evaluation Methods		
<p>Internal Assessment: 30 (15+15*)</p> <p>➤ Theory 15</p> <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/ presentation/ assignment/ quiz/ class test etc.:4 • Mid-Term Exam: 7 <p>➤ Practicum: 15</p> <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 • Mid-Term Exam: 		<p>End Term Examination: 70 (35+35*)</p>
Part C-Learning Resources		
<p>Recommended Books/ e-resources/ LMS:</p> <ol style="list-style-type: none"> 1. Sangeetanjali – Part (1-6) Pt. Omkar nath thakur 2. Kramik Pustak Mallika- Part (1-6) V. N. Bhatkhande 3. Raag Vigyan - Part (1-6) Pt. V. R. Patvardhan 4. Raag Parichay Part (1-4) - Harishchand Shrivastav 5. Abhinav Gitanjali (1-5) Pt. Ramashraye Jhaa 6. Pranav Bharti – Pt. Omkar Nath Thakur 7. Bhatkhande Sangeet Shastra- (1-4) V. N. Bhatkhande 8. Sangeet Bodh – Shreedhar Sharad Chandra Pranjpayee 		

9. Bhartiya Sangeet ka Itihas- Shreedhar Sharad Chandra Pranjpe
10. Bhartiya Sangeet ka Itihas- Thakur Jaidev Singh
11. Bhartiya Sangeet Vaiggyanik Vishleshan- Dr. Swatantra Sharma
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13. Bhartiya sangeet Vadhya – Pt. Lal Mani Mishra
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Under NEP-2020 W.E.F. 2023-24

Session: 2026-27			
Part A - Introduction			
Subject	Music Vocal		
Semester	X		
Name of the Course	Interdisciplinary Aspects of Indian Music		
Course Code	B23-PAS-1002		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC- PG5		
Level of the course (As per Annexure-I)	500-599		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Comparatively explain the difference between the North and South tradition of classical Music. 2. Explain the various concepts of Rabindra Sangeet. 3. Explain the various types of classical Dance 4. Explain the various concepts of Western Music. <hr style="width: 20%; margin-left: 0;"/> <p>5*Practically demonstrate or Perform the given content</p>		
Credits: 4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours	

Part B- Contents of the Course

Instructions for Paper- Setter

1. There shall be Nine Questions in all.
2. The Question paper will be divided into five units.
3. Paper Setter has to set 2 questions from each unit of syllabus given below, a total of 8 questions from all 4 units.
4. The Question no. nine (Unit- V) will be and compulsory and covers the whole syllabus, it contains 7 objective type questions of one marks each.
5. All questions Carry equal marks.

Unit	Topics	Contact Hours
I	Study of Karnatak Music 1. Brief study of Karnatak Music and 2. Musical Forms of Karnatak Music 3. Elementary knowledge of Karnatak Taal System 4. Popular instruments of karnatak music 5. Comparative study of karnatak Music with Hindustani Classical music.	8
II	Study of Rabindra Sangeet 1. Brief study of Rabindra Sangeet 2. Musical Forms of Rabinder Sangeet 3. Talas of Rabinder Sangeet 4. Popular instruments used in Rabindra Sangeet	8
III	Music and Dance: 1. Brief knowledge of various indian classical dance forms 2. Bharatanatyam, Kathak, Odissi, Kuchipudi, kathakali	7
IV	Study of Western Music Elementary Knowledge of the following 1. Staff Notation 2. Western taal system 3. Harmony 4. Melody	7

V*	<p>Practical</p> <p>1. 1.One Vilambit and Drut khyal in each ragas of prescribed syllabus with alaps and taans. Megh – Miyan Malhar, Abhogi Kanhra- Nayaki Kanhara</p> <p>2. 2.Detail Description and comparative study of ragas prescribed in syllabus</p> <p>3. 3.Ability to demonstrate the following taalās in Aad layakarīs: Dhamar, Deepchandi</p>	60
Suggested Evaluation Methods		
<p>Internal Assessment: 30 (15+15*)</p> <p>> Theory 15</p> <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/ presentation/ assignment/ quiz/ class test etc.:4 • Mid-Term Exam: 7 <p>> Practicum: 15</p> <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 • Mid-Term Exam: 		<p>End Term Examination: 70 (35+35*)</p>
Part C-Learning Resources		
<p>Recommended Books/ e-resources/ LMS:</p> <ol style="list-style-type: none"> 1. Sangeetanjali – Part (1-6) Pt. Omkar nath thakur 2. Kramik Pustak Mallika- Part (1-6) V. N. Bhatkhande 3. Raag Vigyan - Part (1-6) Pt. V. R. Patvardhan 4. Raag Parichay Part (1-4) - Harishchand Shrivastav 5. Abhinav Gitanjali (1-5) Pt. Ramashraye Jhaa 6. Pranav Bharti – Pt. Omkar Nath Thakur 7. Bhatkhande Sangeet Shastra- (1-4) V. N. Bhatkhande 8. Sangeet Bodh – Shreedhar Sharad Chandra Pranjpayee 9. Bhartiya Sangeet ka Itihas-Shreedhar Sharad Chandra Pranjpe 10. Bhartiya Sangeet ka Itihas- Thakur Jaidev Singh 11. Bhartiya Sangeet Vaiggyanik Vishleshan- Dr. Swatantra Sharma 12. Hamare Sangeet Ratna- Laxmi Narayan Garg 13. Bhartiya sangeet Vadhya – Pt. Lal Mani Mishra 14. Samgaan – Prof. Pankej Mala Sharma 15. Bhartiya Sangeet ke Tantri Vadya – Dr. Prakash Mahadik 		

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Session: 2026-27			
Part A– Introduction			
Subject	Music Vocal		
Semester	X		
Name of the Course	Projects / Dissertations		
Course Code	B23-PAS-1006		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	Projects / Dissertations		
Level of the course (As per Annexure-I)	500-599		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes(CLO):	After completing this course, the learner will be able to: 1. Enhance his/ her Knowledge about writing skill, analytical approach, and developing own vision to explain comprehensively.		
Credits: 12(8+4)	Dissertation	Viva -voce	Total
	8	4	12
Contact Hours	-	-	-
Max. Marks: 300(200 Dissertation+100 Viva voce)		Time: 6 Hours	

Part B-Contents of the Course		
Unit	Topics	Contact Hours
I	<p>Student has to submit a project report / dissertation (60 to 80 Pages) in a print form before practical exam.</p> <p>Areas for project :</p> <ol style="list-style-type: none"> 1. Classical 2. Semi Classical Music 3. Folk and Light Music 4. Western Music 5. Devotional Music / Sufi Music/ Shrimad Bhagwad Geeta Shlokas 6. Coverage of musical competition, concerts / event or associated areas with written report and video C.D.(if required) 	
Suggested Evaluation Methods		
		End Term Examination: 300(200+100)
Part C-Learning Resources		
<p>Recommended Books/ e-resources/ LMS:</p> <p>Student can consult with Nobel laureates, and he / she can take assistance of related literature, books, epics, E- resources.</p>		

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**Syllabus and Course of Reading for Master of
Performing Arts(5 Year Integrated Programme)**

Under NEP- 2020 W.E.F. 2023-24

Session: 2024-25			
Part A - Introduction			
Subject	Music Instrumental -Sitar		
Semester	V		
Name of the Course	Development of Indian Musical Instruments from Vedic period to 1 st century		
Course Code	B23-PAS-505		
Course Type: (CC/ MCC/ MDC/ CC- M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC-M5 (V)		
Level of the course (As perAnnexure-I	300-399		
Pre-requisite for the course (ifany)	N.A.		
Course Learning Outcomes(CLO):	After completing this course, the learner will be able to: <ol style="list-style-type: none"> 1. Enhance his/ her knowledge of music and scientific aspects of instruments 2. Enhance his/ her knowledge about the application of basic terminology of music and various theories of Indian classical music. 3. Know how to write the notation of Maseetkhani and Razakhani Gats with Toras and Jhala 4. know about contribution of famous musician <hr style="width: 20%; margin-left: 0;"/> 5*.Practically demonstrate or Perform the given Contents		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50*) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks: 70 (35+35*)		Time: 3 Hours (Theory) and 6 Hours Practical	
Part B- Contents of the Course			
<u>Instructions for Paper- Setter</u>			
<ol style="list-style-type: none"> 1. There shall be Nine Questions in all. 2. The Question paper will be divided into five units. 3. Paper Setter has to set 2 questions from each unit of syllabus given below ,a total 			

<p>of 8 questions from all 4 units.</p> <p>4. The Question no. nine (Unit- V) will be and compulsory and covers the whole syllabus, it contains 5 objective type questions of two marks each.</p> <p>5. All questions Carry equal marks.</p> <p>6. . The candidates shall be required to attempt five questions in all, selecting one question from first four units and 9th question (Vth Unit) will be compulsory to attempt.</p>		
Unit	Topics	Contact Hours
I	<ol style="list-style-type: none"> 1. Definition of Vadya 2. Classification of Indian Classical Musical Instruments 3. Concept of Tumba in string instruments. 	8
II	<ol style="list-style-type: none"> 1. Veena : an ancient strings instrument. 2. Type of Veena. 3. Classification of String Instruments. 	8
III	<ol style="list-style-type: none"> 1. Concept of Percussion Instruments. 2. Various Vedic Percussion Instruments. 3. Importance of Animals in Indian Musical Instruments. 	7
IV	<ol style="list-style-type: none"> 1. Detailed description of following Musical Instruments. Ektantri Veena, Saraswati Veena Bhoomi Dudumbhi, Patah Vanshi, Shankh Ghanti, Ghanta 2. Contribution towards Music of the following: Bharat, Matang, Narad 	7
V*	<p>Practical</p> <ol style="list-style-type: none"> 1. Historical study and detailed description of the Ragas prescribed in the syllabus. Jaijaiwanti, Bihag, Desh 2. Ability to play Sare jahan se acchha on Sitar. 3. One Maseetkhani Gat in Raag Jaijaiwanti and Razakhani Gat in Bihag, Desh With Two Toras and Jhala. 	60
Suggested Evaluation Methods		
<p style="text-align: center;">Internal Assessment: 30 (15+15*)</p> <p>➤ Theory Class Participation: 4 Seminar/ presentation/ assignment/ quiz/ class test etc.: 4 Mid-Term Exam: 7</p>		<p>End Term Examination :(35+35*)</p>

<p>➤ Practicum 10</p> <p>Class Participation: 5</p> <p>Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10</p> <p>Mid-Term Exam:</p>	
<p>Part C-Learning Resources</p>	
<p style="text-align: center;">Recommended Books/ e-resources/ LMS:</p> <ol style="list-style-type: none"> 1. Bhartiya Sangeet Vadya – Pt. Lalmani Mishra 2. Sitar and its compositions- Dr. Vinay Kumar Aggrawal 3. Hamare Sangeet Ratna – Luxmi Narayan Garg 4. Bhartiya Sangeet ka Itihas – Sharat Shridhar Paranjpe 5. Sangeet Visharad - Basant 	

*Applicable for courses having practical component.

KURUKSHERTRA UNIVERSITY KURUKSHETRA

**Syllabus and Course of Reading for Master of
Performing Arts(5 Year Integrated Programme)**

Under NEP- 2020 W.E.F. 2023-24

Session: 2024-25			
Part A - Introduction			
Subject	Music Instrumental -Sitar		
Semester	VI		
Name of the Course	Musical Instruments from 1 st century to modern period		
Course Code	B23-PAS-605		
Course Type: (CC/ MCC/ MDC/ CC- M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC-M7 (V)		
Level of the course (As per Annexure-I)	300-399		
Pre-requisite for the course (if any)	N.A.		
Course Learning Outcomes(CLO):	After completing this course, the learner will be able to: <ol style="list-style-type: none"> 1. Enhance his/ her knowledge of music and scientific aspects of instruments 2. Enhance his/ her knowledge about the application of basic terminology of music and various theories of Indian classical music. 3. Know how to write the notation of Maseetkhani and Razakhani Gats with Toras and Jhala 4. know about contribution of famous musician <hr style="width: 50%; margin-left: 0;"/> 5*.Practically demonstrate or Perform the given Contents		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50*) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks: 70 (35+35*)		Time: 3 Hours (Theory) and 6 Hours Practical	

Part B- Contents of the Course

Instructions for Paper- Setter

1. There shall be Nine Questions in all.
2. The Question paper will be divided into five units.
3. Paper Setter has to set 2 questions from each unit of syllabus given below ,a total of 8 questions from all 4 units.
4. The Question no. nine (Unit- V) will be and compulsory and covers the whole syllabus, it contains 5 objective type questions of two marks each.
5. All questions Carry equal marks.
6. . The candidates shall be required to attempt five questions in all, selecting one question from first four units and 9th question (Vth Unit) will be compulsory to attempt.

Unit	Topics	Contact Hours
I	<ol style="list-style-type: none"> 1. Importance of Instruments in Music. 2. Concept of Electronic Musical Instruments. 3. Types of Veena Vadan (10) 	8
II	<ol style="list-style-type: none"> 1. Detailed description of medieval period Rudra Veena, Rabab, Swarmandal 2. Detailed description of modern period Israj, Sarod, Shehnai 3. Detailed description of Following Western Instruments Guitar, Synthesizer, Drum, Saxophone 	8
III	<ol style="list-style-type: none"> 1. Musical Instruments of 1st century to modern period. 2. Musical Instruments in Indian orchestra. 3. Importance of maintenance of musical instruments. 	7
IV	<ol style="list-style-type: none"> 1. Short notes on Swar, Saptak, Gamak, Shruti, That, laya, Aalaap, Kan, Khatka 2. Vadkon ke gun aur dosh 3. Contribution of following musicians Pt. Nikhil Banarjee, Pt. Shiv Kumar Sharma, Ustad Bismillah Khan 	7
V*	<p>Practical</p> <ol style="list-style-type: none"> 1. Historical study and detailed description of the Ragas prescribed in the syllabus. Todi, Pahadi, Kamod 2. Ability to play Sare jahan se acchha on Sitar. 3. One Maseetkhani Gat in Raag Todi and Razakhani Gat in Pahadi, Kamod With Two Toras and Jhala. 	60

Suggested Evaluation Methods	
<p style="text-align: center;">Internal Assessment: 30 (15+15*)</p> <p>➤ Theory Class Participation: 4 Seminar/ presentation/ assignment/ quiz/ class test etc.: 4 Mid-Term Exam: 7</p> <p>➤ Practicum 10 Class Participation: 5 Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 Mid-Term Exam:</p>	<p>End Term Examination: (35+35*)</p>
Part C-Learning Resources	
<p>Recommended Books/ e-resources/ LMS:</p> <ol style="list-style-type: none"> 1. Bhartiya Sangeet Vadya – Pt. Lalmani Mishra 2. Sitar and its compositions- Dr. Vinay Kumar Aggrawal 3. Hamare Sangeet Ratna – Luxmi Narayan Garg 4. Bhartiya Sangeet ka Itihas -Thakur Jaidev Singh 5. Sangeet Visharad - Basant 	

*Applicable for courses having practical component.

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(5 Year Integrated Programme)
Under NEP-2020 W.E.F. 2023-24

Session: 2025-26			
Part A – Introduction			
Subject	Music instrumental (Sitar)		
Semester	VII		
Name of the Course	Origin and Development of Strings Instruments		
Course Code	B23-PAS-711		
Course Type: (CC/ MCC/ MDC/ CC- M/ DSEC/ VOC/ DSE/ PC/ AEC/ VA C)	CC-H1		
Level of the course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes(CLO):	After completing Developed this course, the learner will be able to: <ol style="list-style-type: none"> 1. Origin and development of strings instruments. 2. Strings instruments in Ancient period. 3. Non percussion instruments and Indian music in medieval period. 4. Comparative study between north Indian music and south Indian music. 5. Practically demonstrate or Perform the given Contents 		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks:100 (50+50*)		Time: Time: 3 Hours (Theory) /	

Internal Assessment Marks:30 (15+15*) End Term Exam Marks: 70 (35+35*)		6 Hours (Practical)
Part B- Contents of the Course		
<u>Instructions for Paper- Setter</u>		
There shall be Nine Questions; Question number one must be objective type which is compulsory. The candidate is required to attempt FIVE questions in all, selecting ONE question from each unit. All questions carry equal marks.		
Unit	Topics	Contact Hours
I	1. Introduction, history and development of string instruments. 2. Definition of string instruments. 3. Exploration of the earliest known string instruments.	8
II	1. Basic Knowledge of classical instruments- Sitar, sarod, Mohan veena, sarangi 2. Role of string Instruments in Music	8
III	1. Basic knowledge of folk strings instruments- Ektara, Banjo, Ravanhatha. 2. Role of string Instruments in folk Music	7
IV	1. Basic knowledge of western string instruments- Guitar, Double bass, Mandolin. 2. Role of string Instruments in Westren Music	7
V*	Practical 1. Historical study and detailed description of the Ragas as given below – Jhinjhoti, Bhimplasi. 2. Ability to play Dhun in Mishr Kafi Raag. 3. Ability to play Bhajan (Devotional Song) In Sitar. 4. Ability to play a taal with double and quadruple speed variations using hand (Tali Khali) – Sultaal, Mat-taal.	60
Suggested Evaluation Methods		
Internal Assessment: 30 (15+15*) >Theory Class Participation: 4 Seminar/ presentation/ assignment/ quiz/ class test etc.:4 Mid-Term Exam: 7		End Term Examination: (35+35*)

<p>➤ Practicum: Class Participation: 5 Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 Mid-Term Exam:</p>	
<p>Part C-Learning Resources</p>	
<p>Recommended Books/ e-resources/ LMS:</p> <ol style="list-style-type: none"> 1. Raag Shastra- Dr. Geeta Banarjee 2. Taal Parichay- Bhaag 1 –Pt.Girish Chandra Srivastava 3. Sitar and its compositions- Dr. Vinay Kumar Aggrawal 4. Hamare Sangeet Ratna – Luxmi Narayan Garg 5. Bhartiya Sangeet ka Itihas – Sharat Shridhar Paranjpe 6. Sangeet Manual Volume 1 – Dr.Mritunjaya Sharma, Prof. Ram Narayan Tripathi. 	

*Applicable for courses having practical componet

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Session: 2025-26			
Part A – Introduction			
Subject	Music Instrumental		
Semester	VII		
Name of the Course	String Instruments in Ancient period		
Course Code	B23-PAS-712		
Course Type: (CC/ MCC/ MDC/ CC- M/ DSEC/ VOC/ DSE/ PC/ AEC/ VA C)	CC-H2		
Level of the course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)	N.A.		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Enhance his/ her knowledge about different types of music 2. Enhance his/ her knowledge about Sound and scientific aspects of Music 3. Enhance his/ her knowledge about basic terminology of Music. 4. Enhance his/ her knowledge about given ragas and taalas and able to write notation <hr style="width: 30%; margin-left: 0;"/> <p>5*.Practically demonstrate or Perform the given Contents</p>		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50*)		Time: 3 Hours (Theory) and	
Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		6 Hours Practical	

Part B- Contents of the Course

Instructions for Paper- Setter

1. There shall be Nine Questions in all.
2. The Question paper will be divided into five units.
3. Paper Setter has to set 2 questions from each unit of syllabus given below ,a total of 8 questions from all 4 units.
4. The Question no. nine (Unit- V) will be and compulsory and covers the whole syllabus, it contains 5 objective type questions of two marks each.
5. All questions Carry equal marks.
6. . The candidates shall be required to attempt five questions in all, selecting one question from first four units and 9th question (Vth Unit) will be compulsory to attempt.

Unit	Topics	Contact Hours
I	1. Introduction of music in Vedic literature – Rigveda Samaveda 2. Classical strings instruments of Vedic period- Saraswati veena Rudra veena Baan or Vaan Karkari Veena	8
II	1. Introduction of music in Vedic literature – Yajurveda Atharvaveda 2. Classical strings instruments of Vedic period- Kinnari Veena Kamaycha Alabu Veena	8
III	1. Vedic Era (1500 BCE-600 BCE) Tambura Gottuvadhyam 2. Artistic contribution in string instruments of Vedic period- Bharat Muni, Narda Muni, Matang	7
IV	1. Forms of Veena in the Vedic period. 2. Strings instruments were used in the Vedic period.	7

V*	<p>Practical</p> <ol style="list-style-type: none"> 1. Historical study and detailed description of the Ragas as given below Bihag, Kirwani. 2. Ability to play Dhun in Mishra Charukesi Raag. 3. Ability to play a taal with double and quadruple speed variations using hand (Tali Khali) - Jhap-Taal, Chartaal. 	60
Suggested Evaluation Methods		
<p style="text-align: center;">Internal Assessment: 30(15+15*)</p> <p>➤ Theory Class Participation: 4 Seminar/ presentation/ assignment/ quiz/ class test etc.: 4 Mid-Term Exam: 7</p> <p>➤ Practicum Class Participation: 5 Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 Mid-Term Exam:</p>		<p>End Term Examination: 70 (35+35*)</p>
Part C-Learning Resources		
<p>Recommended Books/ e-resources/ LMS:</p> <ol style="list-style-type: none"> 1. Bhatkhande Sangeet Shastra- V. N. Bhatkhande 2. Kramik Pustak Mallika- Part II V. N. Bhatkhande 3. Sangeet Bodh – Sharad Chandra Pranjpayee 4. Hamare Sangeet Ratna- Laxmi Narayan Garg 5. Raag Parichay Part (1-2) - Harishchand Shrivastav 		

*Applicable for courses having practical component.

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Session: 2025-26			
Part A – Introduction			
Subject	Music Instruments sitar		
Semester	VII		
Name of the Course	Non percussion instruments and Indian music in medieval period		
Course Code	B23-PAS-713		
Course Type: (CC/ MCC/ MDC/ CC- M/ DSEC/ VOC/ DSE/ PC/ AEC/ VA C)	CC-H3		
Level of the course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)	N.A.		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Enhance his/ her knowledge about various aspects of Indian music . 2. Enhances knowledge about various musical forms. 3. Enhance his/ her knowledge about basic terminology of Taal and develops the ability to write Talas in Taal lipi 4. 4 Enhance his/ her knowledge about given ragas and taal as and able to write notation <hr/> <p>5*.Practically demonstrate or Perform the given Contents</p>		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50*)		Time: 3 Hours (Theory) and 6 Hours Practical	
Internal Assessment Marks: 30 (15+15*)			
End Term Exam Marks:70 (35+35*)			

Part B- Contents of the Course

Instructions for Paper- Setter

1. There shall be Nine Questions in all.
2. The Question paper will be divided into five units.
3. Paper Setter has to set 2 questions from each unit of syllabus given below ,a total of 8 questions from all 4 units.
4. The Question no. nine (Unit- V) will be and compulsory and covers the whole syllabus, it contains 5 objective type questions of two marks each.
5. All questions Carry equal marks.
6. . The candidates shall be required to attempt five questions in all, selecting one question from first four units and 9th question(Vth Unit) will be compulsory to attempt.

Unit	Topics	Contact Hours
I	<ol style="list-style-type: none"> 1. Introduction of Indian Music In Medieval period. 2. Introduction of Non percussion instruments in Medieval period- Surbahar, Shehnai 	8
II	<ol style="list-style-type: none"> 1. Introduction of Non percussion instruments in Medieval period- Vichtraveena, Sitar, Flute 2. The legacy of Sarangdev and the footprint of the Sangeet Ratnakar manuscript. 	8
III	<ol style="list-style-type: none"> 1. Artistic contribution of Music in Medieval period- Amir Khushro, Tansen, Meera bai. 2. Which Non-Percussion Instruments Played in Medieval period. 	7
IV	<ol style="list-style-type: none"> 1. Which Non-Percussion Instruments Played in Mughal period. 2. Brief Character sketch of Swami Haridas and Purandara Das. 	7
V*	<p>Practical</p> <ol style="list-style-type: none"> 1. Historical study and detailed description of the Ragas as given below– Raag Charukhesi, Deshkar. 2. Ability to play Dhun in Mishra KirwaniRaag. 3. Ability to play two Raag Based Film songs on Sitar. 4. Ability to play a taal with double and quadruple speed variations using hand (Tali Khali) –Ektaal, Dhamar. 5. Detail description and ability to demonstrate following talas : <p style="padding-left: 40px;">Ektaal ,Dadra</p>	60

Suggested Evaluation Methods	
<p style="text-align: center;">Internal Assessment: 30(15+15*)</p> <p>➤ Theory Class Participation: 4 Seminar/ presentation/ assignment/ quiz/ class test etc.: 4 Mid-Term Exam: 7</p> <p>➤ Practicum 15 Class Participation: 5 Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 Mid-Term Exam:</p>	<p>End Term Examination: 70 (35+35*)</p>
Part C-Learning Resources	
<p>Recommended Books/ e-resources/ LMS:</p> <ol style="list-style-type: none"> 1. Bhatkhande Sangeet Shastra- V. N. Bhatkhande 2. Kramik Pustak Mallika- Part II V. N. Bhatkhande 3. Sangeet Bodh – Sharad Chandra Pranjpayee 4. Hamare Sangeet Ratna- Laxmi Narayan Garg 5. Raag Parichay Part (1-2) - Harishchand Shrivastav 	

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Session: 2025-26			
Part A – Introduction			
Subject	Music Instrumental		
Semester	VII		
Name of the Course	Comparative study between North Indian and South Indian music		
Course Code	B23-PAS-714		
Course Type: (CC/ MCC/ MDC/ CC- M/ DSEC/ VOC/ DSE/ PC/ AEC/ VA C)	DSE-H1		
Level of the course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)	N.A.		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Enhance his/ her knowledge about various aspects of Indian music . Enhances knowledge about various musical forms. Enhance his/ her knowledge about basic terminology of Taal and develops the ability to write Talas in Taal lipi 4 Enhance his/ her knowledge about given ragas and taal as and able to write notation <hr/> <p>5*.Practically demonstrate or Perform the given Contents</p>		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50*)		Time: 3 Hours (Theory) and 6 Hours Practical	
Internal Assessment Marks: 30 (15+15*)			
End Term Exam Marks:70 (35+35*)			

Part B- Contents of the Course

Instructions for Paper- Setter

1. There shall be Nine Questions in all.
2. The Question paper will be divided into five units.
3. Paper Setter has to set 2 questions from each unit of syllabus given below ,a total of 8 questions from all 4 units.
4. The Question no. nine (Unit- V) will be and compulsory and covers the whole syllabus, it contains 5 objective type questions of two marks each.
5. All questions Carry equal marks.
6. The candidates shall be required to attempt five questions in all, selecting one question from first four units and 9th question(Vth Unit) will be compulsory to attempt.

Unit	Topics	Contact Hours
I	<ol style="list-style-type: none"> 1. Introduction, History of South Indian Music. 2. Detail Study of Dakshin Bhartiya Sangeet Paddati (Vishnu Digambar Paluskar). 	8
II	<ol style="list-style-type: none"> 1. Introduction, History of North Indian Music. 2. Detail Study of Uttar Bhartiya Sangeet Paddati (Vishnu Narayan Bhatkhande) 	8
III	<ol style="list-style-type: none"> 1. Detail Study of Dakshin Sangeet Forms styles Padam, Kriti, Kritnam, varnam, Jawli, Tillana, Talmalika, Raagmalika. 2. Detail Study of Uttar Bhartiya Sangeet Forms Styles Dhrupad, Khayal, Kirtan, Chaturang, Thumri, Tarana, Raagmalika. 	7
IV	<ol style="list-style-type: none"> 1. Comparative Study of Raagas- Uttar Bhartiya Raagas- Bilawal, Kalyan, Bhairav, Todi, Bhupali, Kafi. Dakshin Bhartiya Raagas- Dhirshankra Bharan, Meghkalyani, Mayamalaw, Shubh Panturali, Mohanam, Kharharpriya 2. Comparative Study of Uttar Bhartiya Sangeet and Dakshini Sangeet Taalas. 	7
V*	<ol style="list-style-type: none"> 1. Historical study and detailed description of the Ragas as given below – Maru-Bihag, Hansdwani. 2. Ability to play Dhun in Mishr Kafi Raag. 3. Ability to play Bhajan (Devotional Song) In Sitar. 4. Ability to play a taal with double and quadruple speed variations using hand (Tali Khali) - Jhap-Taal, Kehrwa. 	60

Suggested Evaluation Methods	
<p style="text-align: center;">Internal Assessment: 30 (15+15*)</p> <p>➤ Theory Class Participation: 4 Seminar/ presentation/ assignment/ quiz/ class test etc.: 4 Mid-Term Exam: 7</p> <p>➤ Practicum 10 Class Participation: 5 Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 Mid-Term Exam:</p>	<p>End Term Examination: (35+35*)</p>
Part C-Learning Resources	
<p>Recommended Books/ e-resources/ LMS:</p> <ol style="list-style-type: none"> 1. Bhatkhande Sangeet Shastra- V. N. Bhatkhande 2. Kramik Pustak Mallika- Part II V. N. Bhatkhande 3. Sangeet Bodh – Sharad Chandra Pranjpayee 4. Hamare Sangeet Ratna- Laxmi Narayan Garg 5. Raag Parichay Part (1-2) - Harishchand Shrivastav 	

*Applicable for courses having practical component.

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Session: 2025-26			
Part A – Introduction			
Subject	Music Instrumental –Sitar		
Semester	VII		
Name of the Course	Sitar Stage Performance		
Course Code	B23-PAS-715		
Course Type: (CC/ MCC/ MDC/ CC- M/ DSEC/ VOC/ DSE/ PC/ AEC/ VA C)	PC-H1		
Level of the course (As per Annexure-I	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes(CLO):	After completing this course, the learner will be able to: 1. Enhances Knowledge about Ragas and Taals. 2. Developed Capability to write composition with notation and Knowledge about different terms of classical music. 3. Knowledge of history of music. 4. Knowledge about the contribution of science and knowledge of other musical instruments. 5*. Practically demonstrate or Perform the given Contents		
Credits	Theory	Practical	Total
		4	4
Contact Hours		4	4
Max. Marks:100 Internal Assessment Marks:30 End Term Exam Marks: 70		6 Hours (Practical)	

Part B- Contents of the Course		
<u>Instructions for Paper- Setter</u>		
Unit	Topics	Contact Hours
I	1. Detailed description of the Ragas prescribed in the syllabus. Bihag, Kirwani, Charukesi. 2. One Maseetkhani Gat in any Raag prescribed in the syllabus	8
II	1. Detailed description of the Ragas prescribed in the syllabus- Desh, Kalawati, Maru-Bihag. 2. One Razakhani Gat in any Raag prescribed in the syllabus. 3. One Razakhani Gat in Jhaptaal or Ektaal.	8
III	1. Detailed presentation of the Taalas prescribed in the syllabus- Jhaptaal, Dhamar, Ada Chautaal, Ektaal. 2. Ability to play any two taals on hand or on Tabla.	7
IV	Practical 1. Ability to play a dhun out of following – Mishr Charukesi, Mishrpilu. 2. Ability to play two Raag based song from your Syllabus.	7
Suggested Evaluation Methods		
<p style="text-align: center;">Internal Assessment: 30</p> <p>➤ Theory Class Participation: 4 Seminar/ presentation/ assignment/ quiz/ class test etc.: 4 Mid-Term Exam: 7</p> <p>Practicum: Class Participation: 5 Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 Mid-Term Exam:</p>		<p>End Term Examination: (35+35*)</p>
Part C-Learning Resources		
<p>Recommended Books/ e-resources/ LMS:</p> <ol style="list-style-type: none"> 1. Raag Shastra- Dr. Geeta Banarjee 2. Taal Parichay- Bhaag 1 –Pt.Girish Chandra Srivastava 3. Sitar and its compositions- Dr. Vinay Kumar Aggrawal 4. Hamare Sangeet Ratna – Luxmi Narayan Garg 5. Bhartiya Sangeet ka Itihas – Sharat Shridhar Paranjpe 		

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SESSION 2025-26

Part A – Introduction			
Subject	Music Instrumental		
Semester	VIII		
Name of the Course	Indian Musical Education in Pre-Muslim Era		
Course Code	B23-PAS-811		
Course Type: (CC/ MCC/ MDC/ CC- M/ DSEC/ VOC/ DSE/ PC/ AEC/ VA C)	CC-H4		
Level of the course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)	N.A.		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Enhance his/ her knowledge about historical development of music in Vedic and post vedic 2. Enhance his/ her knowledge about prescribed ragas and talas with the ability to write notation. 3. Enhance his/ her knowledge about development of music in medieval period 4. Enhance his/ her knowledge about music in Musical treatise <hr style="width: 20%; margin-left: 0;"/> <p>5*.Practically demonstrate or Perform the given Contents</p>		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50*)		Time: 3 Hours (Theory)	
Internal Assessment Marks: 30 (15+15*)		6 Hours (Practical)	
End Term Exam Marks:70 (35+35*)			

Part B- Contents of the Course

Instructions for Paper- Setter

1. There shall be Nine Questions in all.
 2. The Question paper will be divided into five units.
 3. Paper Setter has to set 2 questions from each unit of syllabus given below ,a total of 8
 4. questions from all 4 units.
 5. The Question no. nine (Unit- V) will be and compulsory and covers the whole syllabus, it contains 5 objective type questions of two marks each.
 6. All questions Carry equal marks.
- . The candidates shall be required to attempt five questions in all, selecting one question from first four units and 9th question(Vth Unit) will be compulsory to attempt.

Unit	Topics	Contact Hours
I	<ol style="list-style-type: none"> 1. Shudh and Vikritswars in texts before the pre-Muslim's era – 22 Shrutis according to Bharata Muni and Sarang Deva. 2. Foundation of Indain Musical Education exploring its Samaveda and the development 	8
II	<ol style="list-style-type: none"> 1. Introduction to the Murchanasas described by Bharat Muni and Matang. 2. Indian Musical Education in Bodh Kaal. 	8
III	<ol style="list-style-type: none"> 1. What is Jati Gayan? Introduction of Jati Gayan. 2. Indian Musical Education in Jain kaal. 	7
IV	<ol style="list-style-type: none"> 1. Musical Gurukul System and Pedagogy in Pre-Muslim Era. 2. Which Instruments played in Indian Musical Education in Pre-Muslim Era. 	7
V*	<p style="text-align: center;">Practical</p> <ol style="list-style-type: none"> 1. One Vilambit and Drutkhayal in each ragas of prescribed syllabus with alaps and taans-Desh, Megh. 2. Detail Description and comparative study of ragas prescribed in syllabus. 3. Ability to demonstrate the following taal as in ThahDugun and Tigonlayakaries : Ada Chautaal ,Deepchandi, 	60

Suggested Evaluation Methods	
<p style="text-align: center;">Internal Assessment: 30(15+15*)</p> <p>➤ Theory Class Participation: 4 Seminar/ presentation/ assignment/ quiz/ class test etc.: 4 Mid-Term Exam: 7</p> <p>➤ Practicum- Class Participation: 5 Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 Mid-Term Exam:</p>	<p>End Term Examination: 70 (35+35*)</p>
Part C-Learning Resources	
<p>Recommended Books/ e-resources/ LMS:</p> <ol style="list-style-type: none"> 1. Bhatkhande Sangeet Shastra- V. N. Bhatkhande 2. Kramik Pustak Mallika- Part II V. N. Bhatkhande 3. Sangeet Bodh – Sharad Chandra Pranjpayee 4. Hamare Sangeet Ratna- Laxmi Narayan Garg 5. Raag Parichay Part (1-2) - Harishchand Shrivastav 	

*Applicable for courses having practical component.

KURUKSHERTRA UNIVERSITY KURUKSHETRA
Syllabus and Course of Reading for Master of Performing Arts
(5 Year Integrated Programme)
Under NEP- 2020 W.E.F. 2023-24

Session: 2025-26	
Part A– Introduction	
Subject	Music Instrumental

Semester	VIII		
Name of the Course	Historical Development of Voice Recording		
Course Code	B23-PAS-812		
Course Type: (CC/ MCC/ MDC/ CC- M/ DSEC/ VOC/ DSE/ PC/ AEC/ VA C)	CC-H5		
Level of the course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)	N.A.		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Enhance his/ her knowledge about given classical music Vocal forms of Medieval period 2. Enhance his/ her knowledge about given classical music Vocal forms of Medieval period 3. Enhance his/ her knowledge about given classical music Vocal forms 4. Enhance his/ her knowledge about given semi classical music Vocal music of music <hr style="width: 20%; margin-left: 0;"/> <p>5*.Practically demonstrate or Perform the given Contents</p>		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50*) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours (Theory) 6 Hours (Practical)	

Part B- Contents of the Course

Instructions for Paper- Setter

1. There shall be Nine Questions in all.
2. The Question paper will be divided into five units.
3. Paper Setter has to set 2 questions from each unit of syllabus given below ,a total of 8 questions from all 4 units.
4. The Question no. nine (Unit- V) will be and compulsory and covers the whole syllabus, it contains 5 objective type questions of two marks each.
5. All questions Carry equal marks.
6. . The candidates shall be required to attempt five questions in all, selecting one question from first four units and 9th question (Vth Unit) will be compulsory to attempt.

Unit	Topics	Contact Hours
I	<ol style="list-style-type: none"> 1. Origin and Development of Voice Recording. 2. Explore the Technological Principles behind there Devices and their Limitations. 	8
II	<ol style="list-style-type: none"> 1. Voice Recording Revolutionizer Music. 2. Discuss the Impact of Magnetic Tape on Sound Quality, Editing Capabilitiesand the Music Industry. 	8
III	<ol style="list-style-type: none"> 1. The Future of Voice Recording. 2. Describe the Digital Revolution and Modern Recording Techniques. 	7
IV	<ol style="list-style-type: none"> 1. Focus on the Early 20thCentury when Sound Recording became a Commercial Industry. 2. Technological Advancements in Recording. 	7
V*	<p style="text-align: center;">Practical</p> <ol style="list-style-type: none"> 1. Historical study and detailed description of the Ragas as given below –Kalawati, Jog. 2. Ability to play Dhun in Mishra Shivranjani Raag. 3. Ability to play a taal with double and quadruple speed variations using hand (Tali Khali) –Tiwra, Dadra. 	60

Suggested Evaluation Methods

<p>Internal Assessment: 30(15+15*)</p> <p>➤Theory -</p> <p>Class Participation: Seminar/ presentation/ assignment/ quiz/ class test etc.: 15</p>	<p>End Term Examination:</p> <p>70 (35+35*)</p>
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<p>Mid-Term Exam:</p> <p>➤ Practicum-</p> <p>Class Participation:</p> <p>Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 15 Mid-Term Exam:</p>	
Part C-Learning Resources	
Recommended Books/ e-resources/ LMS:	
<ol style="list-style-type: none"> 1. Bhatkhande Sangeet Shastra- V. N. Bhatkhande 2. Kramik Pustak Mallika- Part II V. N. Bhatkhande 3. Sangeet Bodh – Sharad Chandra Pranjpayee 4. Hamare Sangeet Ratna- Laxmi Narayan Garg 5. Raag Parichay Part (1-2) - Harishchand Shrivastav 	

*Applicable for courses having practical component.

KURUKSHERTRA UNIVERSITY KURUKSHETRA
Syllabus and Course of Reading for Master of Performing Arts
(5 Year Integrated Programme)
Under NEP-2020 W.E.F. 2023-24
MPA (Instrumental- Sitar) Semester – VIII

Session: 2025-26	
Part A – Introduction	
Subject	Music Instrumental –Sitar
Semester	VIII
Name of the Course	Different Schools of Indian Musical Instruments
Course Code	B23-PAS-813
Course Type: (CC/ MCC/ MDC/ CC- M/ DSEC/ VOC/ DSE/ PC/ AEC/ VA	CC-H6

Level of the course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1 Enhances Knowledge about Taals and Ragas. 2. Developed Capability to write composition with notation and Knowledge about Ragas. 3. Knowledge about structural and historical Knowledge of tuning of Sitar. 4. Knowledge about the contribution of great maestros. <p>5*. Practically demonstrate or Perform the given Contents</p>		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks:100 (50+50*) Internal Assessment Marks:30 (15+15*) End Term Exam Marks: 70 (35+35*)		Time: 3 Hours (Theory) / 6 Hours (Practical)	

Part B- Contents of the Course

Instructions for Paper- Setter

There shall be **Nine** Questions; Question number **one** must be objective type which is compulsory. The candidate is required to attempt **FIVE** questions in all, selecting **ONE** question from each unit. All questions carry equal marks.

Unit	Topics	Contact Hours
I	<ol style="list-style-type: none"> 1. Introduction Historical background to Hindustani classical music. 2. Overview of Hindustani classical instruments such as sitar, sarod, tabla, santoor, and sarangi. 	8
II	<ol style="list-style-type: none"> 1. Introduction and Historical background to Carnatic classical music 2. Overview of Carnatic classical instruments such as veena, flute, mridangam, violin, and ghatam. 	8
III	<ol style="list-style-type: none"> 1. Importance of Percussion Instruments in Music. 2. Exploration of percussion instruments used in Indian music, including tabla, mridangam, ghatam, dholak, and kanjira 	7
IV	<ol style="list-style-type: none"> 1. Importance of Non-Percussion Instruments in Music. 2. Exploration of Non-Percussion Instruments Used in Indian Music, Including String Instruments and Wind Instruments. 	7
V*	<p>Practical</p> <ol style="list-style-type: none"> 1. Historical study and detailed description of the Ragas as given below – Marwa, Puriya Dhanashree. 2. Ability to play Dhun in Mishr Pilu Raag. 3. Ability to play a taal with double and quadruple speed variations using hand (Tali Khali) –Tilvada, Jhumra taal. 	60
Suggested Evaluation Methods		
<p style="text-align: center;">Internal Assessment: 30 (15+15*)</p> <p>➤ Theory Class Participation: 4 Seminar/ presentation/ assignment/ quiz/ class test etc.:4 Mid-Term Exam: 7</p> <p>➤ Practicum: Class Participation: 5 Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 Mid-Term Exam:</p>		<p style="text-align: center;">End Term Examination: (35+35*)</p>

Part C-Learning Resources

Recommended Books/ e-resources/ LMS:

1. Raag Shastra- Dr. Geeta Banarjee
2. Taal Parichay- Bhaag 1 –Pt.Girish Chandra Srivastava
3. Sitar and its compositions- Dr. Vinay Kumar Aggrawal
4. Hamare Sangeet Ratna – Luxmi Narayan Garg
5. Bhartiya Sangeet ka Itihas – Sharat Shridhar Paranjpe

*Applicable for courses having practical component.

KURUKSHERTRA UNIVERSITY KURUKSHETRA
Syllabus and Course of Reading for Master of Performing Arts
(5 Year Integrated Programme)
Under NEP-2020 W.E.F. 2023-24
MPA (Instrumental- Sitar) Semester –VIII

Session: 2025-26			
Part A – Introduction			
Subject	Music Instrumental –Sitar		
Semester	VIII		
Name of the Course	Sitar in Different Forms of Classical, Semi-classical and Light Music		
Course Code	B23-PAS-814		
Course Type: (CC/ MCC/ MDC/ CC- M/ DSEC/ VOC/ DSE/ PC/ AEC/ VA C)	DSE-H2		
Level of the course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1 Enhances Knowledge about Ragas and Taals. 2. Developed Capability to write composition with notation and Knowledge about different terms of classical music. 3. Knowledge of history of music. 4. Knowledge about the contribution of science and knowledge of other musical instruments. <p>5*. Practically demonstrate or Perform the given Contents</p>		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks:100 (50+50*) Internal Assessment Marks:30 (15+15*) End Term Exam Marks: 70 (35+35*)		Time: Time: 3 Hours (Theory) / 6 Hours (Practical)	

Part B- Contents of the Course		
<u>Instructions for Paper- Setter</u>		
Unit	Topics	Contact Hours
I	<ol style="list-style-type: none"> 1. Overview of the sitar's role as a primary melodic instrument in Hindustani classical music 2. Explanation of the raga system and its significance in sitar Solo performance. 	8
II	<ol style="list-style-type: none"> 1. Sitar in Semi-Classical Forms: Thumri, Dadra, and Ghazal. 2. Introduction to semi-classical vocal forms and their accompaniment by the sitar 	8
III	<ol style="list-style-type: none"> 1. Sitar in Light Music: Bhajans and Folk Music-Exploration of the sitar's role in rendering devotional music such as bhajans and kirtans. 2. Exploration of the role of sitarists and session musicians in the Indian film industry. 	7
IV	<ol style="list-style-type: none"> 1. Overview of the fundamentals of learning the sitar, including posture, hand positioning, and finger exercises. 2. Biographies- Ustad Raees Khan, Ustad Shahid Parvez Khan, Pandit Bhudaditiya Mukerjee. 3. Historical study and detailed description of the Ragas as given below – Rageshree, Bageshari. 4. Ability to play any Raag Based Bollywood Song in Sitar. 5. Ability to play a taal with double and quadruple speed variations using hand (Tali Khali) – Teentaal, Ada-Chautal. 	7
V*	<p>Practical –</p> <ol style="list-style-type: none"> 1. Historical study and detailed description of the Ragas prescribed in the syllabus- Todi, Bhupal Todi. 2. Ability to play Raag Mishr Charukhesi Dhun on Sitar. 3. Ability to play a taal with double and quadruple speed variations using hand (Tali Khali) – Tilvada, Deeptaal. 	60
Suggested Evaluation Methods		
<p>Internal Assessment: 30 (15+15*)</p> <p>➤ Theory Class Participation: 4 Seminar/ presentation/ assignment/ quiz/ class test etc.: 4 Mid-Term Exam: 7</p> <p>➤ Practicum: Class Participation: 5 Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 Mid-Term Exam:</p>		<p>End Term Examination: (35+35*)</p>

Part C-Learning Resources

Recommended Books/ e-resources/ LMS:

1. Raag Shastra- Dr. Geeta Banarjee
2. Taal Parichay- Bhaag 1 –Pt.Girish Chandra Srivastava
3. Sitar and its compositions- Dr. Vinay Kumar Aggrawal
4. Hamare Sangeet Ratna – Luxmi Narayan Garg
5. Bhartiya Sangeet ka Itihas – Sharat Shridhar Paranjpe

*Applicable for courses having practical component.

KURUKSHERTRA UNIVERSITY KURUKSHETRA
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Under NEP-2020 W.E.F. 2023-24
MPA (Instrumental- Sitar) Semester –VIII

Session: 2025-26			
Part A – Introduction			
Subject	Music Instrumental –Sitar		
Semester	VIII		
Name of the Course	Sitar Stage Performance		
Course Code	B23-PAS-815		
Course Type: (CC/ MCC/ MDC/ CC- M/ DSEC/ VOC/ DSE/ PC/ AEC/ VA C)	PC-H2		
Level of the course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes(CLO):	After completing this course, the learner will be able to: <ol style="list-style-type: none"> 1. Enhances Knowledge about Ragas and Taals. 2. Developed Capability to write composition with notation and Knowledge about different terms of classical music. 3. Knowledge of history of music. 4. Knowledge about the contribution of science and knowledge of other musical instruments. 5*. Practically demonstrate or Perform the given Contents 		
Credits	Theory	Practical	Total
		4	4
Contact Hours		4	4
Max. Marks:100 Internal Assessment Marks:30 End Term Exam Marks: 70		Time: 6 Hours (Practical)	

Part B- Contents of the Course		
<u>Instructions for Paper- Setter</u>		
Unit	Topics	Contact Hours
I	1. Detailed description of the Ragas prescribed in the syllabus. Marwa, Puriya Dhanshree, Rageshree. 2. One Maseetkhani Gat in any Raag prescribed in the syllabus	8
II	1. Detailed description of the Ragas prescribed in the syllabus- Bageshree, Jog, Bhupal Todi,jhinjhoti 2. One Razakhani Gat in any Raag prescribed in the syllabus. 3. One Razakhani Gat in Jhaptaal or Rupak.	8
III	1. Detailed presentation of the Taals prescribed in the syllabus- Mat-Taal,Tivra, Sultaal,Ek-Taal 2. Ability to play any two taals on hand or on Tabla.	7
IV	1. Ability to play a dhun out of following – MishrKirwani, Pahadi. 2. Ability to play two Raag based song from your Syllabus.	7
Suggested Evaluation Methods		
<p style="text-align: center;">Internal Assessment: 30</p> <p>Theory Class Participation: Seminar/ presentation/ assignment/ quiz/ class test etc.: Mid-Term Exam: Practicum: 30 Class Participation: 5 Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 Mid-Term Exam: 15</p>		<p>End Term Examination: 30</p>
Part C-Learning Resources		
<p>Recommended Books/ e-resources/ LMS:</p> <ol style="list-style-type: none"> 1. Raag Shastra- Dr. Geeta Banarjee 2. Taal Parichay- Bhaag 1 –Pt.Girish Chandra Srivastava 3. Sitar and its compositions- Dr. Vinay Kumar Aggrawal 4. Hamare Sangeet Ratna – Luxmi Narayan Garg 5. Bhartiya Sangeet ka Itihas – Sharat Shridhar Paranjpe 		

*Applicable for courses having practical component.

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Session: 2026-27			
Part A–Introduction			
Subject	Music Instrumental		
Semester	VIII		
Name of the Course	Projects / Dissertations		
Course Code	B23-PAS-816		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	Projects / Dissertations		
Level of the course (As per Annexure-I)	500-599		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes(CLO):	After completing this course, the learner will be able to: 1. Enhance his/ her Knowledge about writing skill, analytical approach, and developing own vision to explain comprehensively. <hr style="width: 50%; margin-left: auto; margin-right: 0;"/>		
Credits: 12(8+4)	Dissertation	Viva -voce	Total
	8	4	12
Contact Hours	-	-	-
Max. Marks: 300(200 Dissertation+100 Viva voce)		Time: 6 Hours	
Part B- Contents of the Course			
Unit	Topics		Contact Hours
I	Student has to submit a project report / dissertation (60		

	<p>to 80 Pages) in a print form before practical exam.</p> <p>Areas for project :</p> <ol style="list-style-type: none"> 1. Classical 2. Semi Classical Music 3. Folk and Light Music 4. Western Music 5. Devotional Music / Sufi Music/ Shrimad Bhagwad Geeta Shlokas 6. Coverage of musical competition, concerts / event or associated areas with written report and video C.D.(if required) 	
Suggested Evaluation Methods		
	End Term Examination: 300(200+100)	
Part C-Learning Resources		
<p>Recommended Books/ e-resources/ LMS:</p> <p>Student can consult with Nobel laureates, and he / she can take assistance of related literature, books, epics, E- resources.</p>		

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Under NEP- 2020 W.E.F. 2023-24

Session: 2026-27			
Part A – Introduction			
Subject	Music Instrumental –Sitar		
Semester	IX		
Name of the Course	Structure and School of Indian String Instruments		
Course Code	B23-PAS-911		
Course Type: (CC/ MCC/ MDC/ CC- M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC-PG1		
Level of the course (As per Annexure-I)	500-599		
Pre-requisite for the course (if any)	N.A.		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Enhance his/ her knowledge of music and scientific aspects of instruments 2. Enhance his/ her knowledge about the application of basic terminology of music and various theories of Indian classical music. 3. Know how to write the notation of Maseetkhani and Razakhani Gats with Toras and Jhala 4. know about contribution of famous musician <p style="text-align: center;">_____</p> <p>5*.Practically demonstrate or Perform the given Contents</p>		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50*) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks: 70 (35+35*)		Time: 3 Hours (Theory) and 6 Hours Practical	

Part B- Contents of the Course

Instructions for Paper- Setter

1. There shall be Nine Questions in all.
2. The Question paper will be divided into five units.
3. Paper Setter has to set 2 questions from each unit of syllabus given below ,a total of 8 questions from all 4 units.
4. The Question no. nine (Unit- V) will be and compulsory and covers the whole syllabus, it contains 5 objective type questions of two marks each.
5. All questions Carry equal marks.
6. . The candidates shall be required to attempt five questions in all, selecting one question from first four units and 9th question (Vth Unit) will be compulsory to attempt.

Unit	Topics	Contact Hours
I	<ol style="list-style-type: none"> 1. Origin and development of Sitar. 2. Structural of Sitar 3. Manufacturing of Sitar 4. Tuning of your Instruments 	8
II	<ol style="list-style-type: none"> 1. Concept of Jawari in String Instruments 2. Repairing and maintenance of Sitar 3. Concept of Tumba in Sitar 4. Tar Jawari of your Sitar 	8
III	<ol style="list-style-type: none"> 1. Origin and development of Gharana (School) in music 2. Detailed description of different schools of Sitar 3. Detailed description of different schools of Sarangi 4. Detailed description of Beenkar Parampara 	7
IV	<ol style="list-style-type: none"> 1. Detailed description of following string Instruments : Sarangi, Rudra Veena, Santoor, Tanpura 2. Importance of String Instruments in music 3. Contribution of following Musicians : Ustad Bismillah Khan, Pt. Shiv Kumar Sharma, Pt. Ravi Shankar 	7
V*	<p style="text-align: center;">Practical</p> <ol style="list-style-type: none"> 1. Historical study and detailed description of the Ragas prescribed in the syllabus. 2. Aheer Bhairav, Madhuwanti , Pilu Dhun 3. Ability to play two Raag based song from your Syllabus. 4. One Maseetkhani Gat in Raag Aheer Bhairav and Razakhani Gat in Madhuwanti With Two Toras and Jhala. 	60

Suggested Evaluation Methods	
<p style="text-align: center;">Internal Assessment: 30 (15+15*)</p> <p>➤ Theory Class Participation: 4 Seminar/ presentation/ assignment/ quiz/ class test etc.: 4Mid-Term Exam: 7</p> <p>➤ Practicum 10 Class Participation: 5 Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10Mid-Term Exam:</p>	<p>End Term Examination: (35+35*)</p>
Part C-Learning Resources	
<p>Recommended Books/ e-resources/ LMS:</p> <ol style="list-style-type: none"> 1. Bhartiya Sangeet Vadya – Pt. Lalmani Mishra 2. Sitar and its compositions- Dr. Vinay Kumar Aggrawal 3. Hamare Sangeet Ratna – Luxmi Narayan Garg 4. Sitar Nirman aur Marammat- Dr. Purushotam Kumar 5. Sangeet Visharad - Basant 	

*Applicable for courses having practical component.

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Under NEP- 2020 W.E.F. 2023-24

Session: 2026-27			
Part A – Introduction			
Subject	Music Instrumental –Sitar		
Semester	IX		
Name of the Course	Notation System and Gatas of Sitar		
Course Code	B23-PAS-912		
Course Type: (CC/ MCC/ MDC/ CC- M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC-PG 2		
Level of the course (As per Annexure-I)	500-599		
Pre-requisite for the course (if any)	N.A.		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Enhance his/ her knowledge of music and scientific aspects of instruments 2. Enhance his/ her knowledge about the application of basic terminology of music and various theories of Indian classical music. 3. Know how to write the notation of Maseetkhani and Razakhani Gats with Toras and Jhala 4. know about contribution of famous musician <hr style="width: 20%; margin-left: auto; margin-right: auto;"/> <p>5*.Practically demonstrate or Perform the given Contents</p>		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50*)		Time: 3 Hours (Theory) and 6 Hours Practical	
Internal Assessment Marks: 30 (15+15*)			
End Term Exam Marks: 70 (35+35*)			

Part B- Contents of the Course

Instructions for Paper- Setter

1. There shall be Nine Questions in all.
2. The Question paper will be divided into five units.
3. Paper Setter has to set 2 questions from each unit of syllabus given below ,a total of 8 questions from all 4 units.
4. The Question no. nine (Unit- V) will be and compulsory and covers the whole syllabus, itcontains 5 objective type questions of two marks each.
5. All questions Carry equal marks.
6. . The candidates shall be required to attempt five questions in all, selecting one question from first four units and 9th question (Vth Unit) will be compulsory to attempt.

Unit	Topics	Contact Hours
I	<ol style="list-style-type: none">1. Origin and development of Notation System2. Detailed description of Bhatkhande Notation System3. Detailed description of Vishnu Digambar Paluskar Notation System4. Importance of Notation System in Indian Music	8
II	<ol style="list-style-type: none">1. Origin and development of Gat.2. Types of Gat3. Importance of Gat Vadan in String Instruments.4. Delhi Baaj and Poorvi Baaj	8
III	<ol style="list-style-type: none">1. Maseetkhani and Razakhani Gat Notation of the following Ragas : Shuddha Sarang, Alahiya Bilawal2. Notation of any Drut Gat other than Teen Taal3. Detailed description of the following Taals Rupak, Jhaptaal, Ektaal and Deepchandi	7
IV	<ol style="list-style-type: none">1. Detailed description of different parts of Gat in a complete performance2. Art of Composition making3. Short Notes on the following : Saptak, Murchhana, Layakari, Swar, Andolan, Alpatva- Bahutva, Gamak,4. Contribution of the following Musicians : Maseet Khan, Amir Khan, Firoz Khan, Ghulam Raza	7

V*	<p>Practical</p> <ol style="list-style-type: none"> 1. Historical study and detailed description of the Ragas prescribed in the syllabus. Shuddha Sarang, Alahiya Bilawal , Shivranajani Dhun 2. Ability to play two Raag based song from your Syllabus. 3. Ability to play a Gat on other Instrument than Sitar 4. One Maseetkhani Gat in Raag Shuddha Sarang and Razakhani Gat in Alahiya Bilawal With Two Toras and Jhala. 	60
Suggested Evaluation Methods		
<p style="text-align: center;">Internal Assessment: 30 (15+15*)</p> <p>➤ Theory Class Participation: 4 Seminar/ presentation/ assignment/ quiz/ class test etc.: 4 Mid-Term Exam: 7</p> <p>➤ Practicum 10 Class Participation: 5 Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 Mid-Term Exam:</p>		<p>End Term Examination: (35+35*)</p>
Part C-Learning Resources		
Recommended Books/ e-resources/ LMS:		
<ol style="list-style-type: none"> 1. Bhartiya Sangeet Vadya – Pt. Lalmani Mishra 2. Sitar and its compositions- Dr. Vinay Kumar Aggrawal 3. Hamare Sangeet Ratna – Luxmi Narayan Garg 4. Sitar Nirman aur Marammat- Dr. Purushotam Kumar 5. Sangeet Visharad - Basant 		

*Applicable for courses having practical component.

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Session: 2026-27			
Part A – Introduction			
Subject	Music Instrumental –Sitar		
Semester	IX		
Name of the Course	Schools of Non-Percussion Instruments and their players		
Course Code	B23-PAS-913		
Course Type: (CC/ MCC/ MDC/ CC- M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC-PG 3		
Level of the course (As per Annexure-I)	500-599		
Pre-requisite for the course (if any)	N.A.		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Enhance his/ her knowledge of music and scientific aspects of instruments 2. Enhance his/ her knowledge about the application of basic terminology of music and various theories of Indian classical music. 3. Know how to write the notation of Maseetkhani and Razakhani Gats with Toras and Jhala 4. know about contribution of famous musician <hr style="width: 20%; margin-left: auto; margin-right: auto;"/> <p>5*.Practically demonstrate or Perform the given Contents</p>		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50*)		Time: 3 Hours (Theory) and 6 Hours Practical	
Internal Assessment Marks: 30 (15+15*)			
End Term Exam Marks: 70 (35+35*)			

Part B- Contents of the Course

Instructions for Paper- Setter

1. There shall be Nine Questions in all.
2. The Question paper will be divided into five units.
3. Paper Setter has to set 2 questions from each unit of syllabus given below ,a total of 8 questions from all 4 units.
 - a. The Question no. nine (Unit- V) will be and compulsory and covers the whole syllabus, itcontains 5 objective type questions of two marks each.
4. All questions Carry equal marks.
5. . The candidates shall be required to attempt five questions in all, selecting one question from first four units and 9th question (Vth Unit) will be compulsory to attempt.

Unit	Topics	Contact Hours
I	<ol style="list-style-type: none">1. Origin and development of musical instruments.2. Concept of Non percussion instruments.3. Detailed description of Sushir Vadya.4. Detailed description of Tantri Vadya.	8
II	<ol style="list-style-type: none">1. Various Western String Instruments.2. Various Western Air Instruments.3. Detailed description of the following instruments Guitar, Violin, Saxophone, harmonium, Piano4. Use of Western Musical Instruments in Indian music.	8
III	<ol style="list-style-type: none">1. Origin and development of Seniya Gharana.2. Playing style of Imdadkhani Gharana.3. Concept of Jugalbandi among different Gharana artistes.	7
IV	<ol style="list-style-type: none">1. Contribution of following western musicians : Beethoven, Mozart, Picasso2. Contribution of following Indian musicians : Ustad Sultan Khan, Pt. Hari Prasad Chaurasia, Ustad Ali Akbar Khan3. Cultural Exchange through music.	7

V*	<p style="text-align: center;">Practical</p> <ol style="list-style-type: none"> 1. Comparative study of the Ragas prescribed in the syllabus. Bageshri-Rageshwari Malkauns-Chandrakauns 2. Ability to play two Raag based song from your Syllabus. 3. Ability to play a Gat on other Instrument than Sitar 4. One Maseetkhani Gat in Raag Bageshri, Malkauns and Razakhani Gat in Rageshwari, Chandrakauns With Two Toras and Jhala. 	60
Suggested Evaluation Methods		
<p style="text-align: center;">Internal Assessment: 30 (15+15*)</p> <p>➤ Theory Class Participation: 4 Seminar/ presentation/ assignment/ quiz/ class test etc.: 4 Mid-Term Exam: 7</p> <p>➤ Practicum 10 Class Participation: 5 Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 Mid-Term Exam:</p>		<p style="text-align: center;">End Term Examination: (35+35*)</p>
Part C-Learning Resources		
<p style="text-align: center;">Recommended Books/ e-resources/ LMS:</p> <ol style="list-style-type: none"> 1. Bhartiya Sangeet Vadya – Pt. Lalmani Mishra 2. Sitar and its compositions- Dr. Vinay Kumar Aggrawal 3. Hamare Sangeet Ratna – Luxmi Narayan Garg 4. Sitar Nirman aur Marammat- Dr. Purushotam Kumar 5. Sangeet Visharad - Basant 		

*Applicable for courses having practical component.

KURUKSHERTRA UNIVERSITY KURUKSHETRA

**Syllabus and Course of Reading for Master of
Performing Arts(5 Year Integrated Programme)**

Under NEP- 2020 W.E.F. 2023-24

Session: 2026-27			
Part A – Introduction			
Subject	Music Instrumental –Sitar		
Semester	IX		
Name of the Course	Fundamentals of Recording Studios Sitar Recording		
Course Code	B23-PAS-914		
Course Type: (CC/ MCC/ MDC/ CC- M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	DSE - PG 1		
Level of the course (As per Annexure-I)	500-599		
Pre-requisite for the course (if any)	N.A.		
Course Learning Outcomes(CLO):	After completing this course, the learner will be able to: <ol style="list-style-type: none"> 1. Enhance his/ her knowledge of music and scientific aspects of instruments 2. Enhance his/ her knowledge about the application of basic terminology of music and various theories of Indian classical music. 3. Know how to write the notation of Maseetkhani and Razakhani Gats with Toras and Jhala 4. know about contribution of famous musician 5*.Practically demonstrate or Perform the given Contents 		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50*)		Time: 3 Hours (Theory) and 6 Hours Practical	
Internal Assessment Marks: 30 (15+15*)			
End Term Exam Marks: 70 (35+35*)			
Part B- Contents of the Course			
<u>Instructions for Paper- Setter</u>			
<ol style="list-style-type: none"> 1. There shall be Nine Questions in all. 2. The Question paper will be divided into five units. 3. Paper Setter has to set 2 questions from each unit of syllabus given below ,a total of 8 questions from all 4 units. <ol style="list-style-type: none"> a. The Question no. nine (Unit- V) will be and compulsory and covers the whole syllabus, itcontains 5 objective type questions of two marks each. 			

4. All questions Carry equal marks.
5. . The candidates shall be required to attempt five questions in all, selecting one question from first four units and 9th question (Vth Unit) will be compulsory to attempt.

Unit	Topics	Contact Hours
I	<ol style="list-style-type: none"> 1. Origin and development of Audio Recording System. 2. Detailed description of a modern recording studio. 3. Detailed description of Computer. 4. Describe different types of audio recording. Live Sound Recording Field Recording Studio Sound Recording Mobile Recording 	8
II	<ol style="list-style-type: none"> 1. Describe the following : CD, DVD, Pen Drive, Micro Chip, Hard Disc 2. Detailed description of Spool Audio Recording. 3. Importance of Sound Card in Recording Studio. 4. Detailed description of Sound Proofing. 	8
III	<ol style="list-style-type: none"> 1. Origin and development of microphone. 2. Types of microphone. 3. Relationship between Artiste and microphones. 4. Recording a Sitar on a recording studio. 	7
IV	<ol style="list-style-type: none"> 1. Importance of audio recording software. 2. Detailed description of following Audio Recording Software : Audacity, FL Studio, Sound Forge, Nuendo, Cubase, Pro Tools, 3. Importance of mixing and mastering in Sound Production. 	7
V*	<p>Practical</p> <ol style="list-style-type: none"> 1. Ability to create a sound track. 2. Ability to record a musical program. 3. Candidate will submit a CD of his/ her sound production. 4. Candidate will submit an assignment given by the teacher from the prescribed syllabus. 5. Candidate should have a good knowledge of mixing and mastering. 	60

Suggested Evaluation Methods	
<p style="text-align: center;">Internal Assessment: 30 (15+15*)</p> <p>➤ Theory Class Participation: 4 Seminar/ presentation/ assignment/ quiz/ class test etc.: 4 Mid-Term Exam: 7</p> <p>➤ Practicum 10 Class Participation: 5 Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 Mid-Term Exam:</p>	<p>End Term Examination: (35+35*)</p>
Part C-Learning Resources	
<p>Recommended Books/ e-resources/ LMS:</p> <ol style="list-style-type: none"> 1. Bhartiya Sangeet Vadya – Pt. Lalmani Mishra 2. Sitar and its compositions- Dr. Vinay Kumar Aggrawal 3. Hamare Sangeet Ratna – Luxmi Narayan Garg 4. Sitar Nirman aur Marammat- Dr. Purushotam Kumar 5. Sangeet Visharad - Basant 	

*Applicable for courses having practical component.

KURUKSHERTRA UNIVERSITY KURUKSHETRA

**Syllabus and Course of Reading for Master of
Performing Arts(5 Year Integrated Programme)**

Under NEP- 2020 W.E.F. 2023-24

Session: 2026-27			
Part A – Introduction			
Subject	Music Instrumental –Sitar		
Semester	IX		
Name of the Course	Sitar Stage Performance		
Course Code	B23-PAS-915		
Course Type: (CC/ MCC/ MDC/ CC- M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	PC-PG 1		
Level of the course (As per Annexure-I)	500-599		
Pre-requisite for the course (if any)	N.A.		
Course Learning Outcomes(CLO):	After completing this course, the learner will be able to: <ol style="list-style-type: none"> 1. Enhance his/ her knowledge of music and scientific aspects of instruments 2. Enhance his/ her knowledge about the application of basic terminology of music and various theories of Indian classical music. 3. Know how to write the notation of Maseetkhani and Razakhani Gats with Toras and Jhala 4. know about contribution of famous musician 		
Credits	Theory	Practical	Total
		4	4
Contact Hours		4	4
Max. Marks: 100		Time:	
Internal Assessment Marks: 30		6 Hours Practical	
End Term Exam Marks: 70			

Part B- Contents of the Course

Instructions for Paper- Setter

1. There shall be Nine Questions in all.
2. The Question paper will be divided into five units.
3. Paper Setter has to set 2 questions from each unit of syllabus given below ,a total of 8 questions from all 4 units.
4. The Question no. nine (Unit- V) will be and compulsory and covers the whole syllabus, it contains 5 objective type questions of two marks each.
5. All questions Carry equal marks.
6. The candidates shall be required to attempt five questions in all, selecting one question from first four units and 9th question (Vth Unit) will be compulsory to attempt.

Unit	Topics	Contact Hours
I	1. Detailed description of the Ragas prescribed in the syllabus. Aheer Bhairav, Shuddh Sarang, Bageshri, Malkauns 2. One Maseetkhani Gat in any Raag prescribed in the syllabus.	8
II	1. Detailed description of the Ragas prescribed in the syllabus. Madhuwanti , Alahiya Bilawal, Regashwari, ChandraKauns 2. One Razakhani Gat in any Raag prescribed in the syllabus. 3. One Razakhani Gat in Jhaptaal or Ektaal	8
III	1. Detailed presentation of the Taals prescribed in the syllabus. Basant, Sool Taal, Chautaal, Roopak 2. Ability to play any two taals on hand or on Tabla.	7
IV	a) Ability to play a dhun out of following : Pilu Dhun, Shivranjani Dhun, b) Ability to play two Raag based song from your Syllabus.	7

Suggested Evaluation Methods

<p>Internal Assessment: 30</p> <p>Theory</p> <p>Class Participation: Seminar/ presentation/ assignment/ quiz/ class test etc.:</p> <p>Mid-Term Exam:</p> <p>➤ Practicum 30</p> <p>Class Participation: 5</p> <p>Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10</p>	<p>End Term Examination:30</p>
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Part C-Learning Resources

Recommended Books/ e-resources/ LMS:

1. Bhartiya Sangeet Vadya – Pt. Lalmani Mishra
2. Sitar and its compositions- Dr. Vinay Kumar Aggrawal
3. Hamare Sangeet Ratna – Luxmi Narayan Garg
4. Sitar Nirman aur Marammat- Dr. Purushotam Kumar
5. Sangeet Visharad - Basant

KURUKSHERTRA UNIVERSITY KURUKSHETRA
Syllabus and Course of Reading for Master of Performing Arts
(5 Year Integrated Programme)
Under NEP-2020 W.E.F. 2023-24

Session: 2026-27			
Part A - Introduction			
Subject	Music (Common in Vocal, Sitar , Tabla and Kathak)		
Semester	X		
Name of the Course	Research Methodology		
Course Code	B23-PAS-1001		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC-PG4		
Level of the course (As per Annexure-I)	500- 599		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: <ol style="list-style-type: none"> 1. Enhance his/ her Knowledge about Research 2. Enhance his/ her Knowledge about methods of data collections 3. Enhance his/ her Knowledge about data analysis and research 4. Enhance his/ her Knowledge about research ethics and scientific writing 		
Credits:4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours Theory and 6 Hours for Practical	

Part B-Contents of the Course

Instructions for Paper- Setter

1. There shall be Nine Questions in all.
2. The Question paper will be divided into five units.
3. Paper Setter has to set 2 questions from each unit of syllabus given below, a total of 8 questions from all 4 units.
4. The Question no. nine (Unit- V) will be compulsory and covers the whole syllabus, it contains 7 objective type questions of one mark each.
5. All questions Carry equal marks.

Unit	Topics	Contact Hours
I	<p>Unit 1: Introduction to Research Methodology</p> <ol style="list-style-type: none"> 1. The Nature of Research: Defining research, types of research (basic vs. applied, quantitative vs. qualitative), and the research process. 2. Formulating a Research Question: Identifying researchable topics, developing clear and focused research questions, and hypotheses (if applicable). 3. Literature Review: Importance of literature review, searching for relevant sources, critical evaluation of existing research. 	8
II	<p>Unit 2: Research Design and Methods</p> <ol style="list-style-type: none"> 1. Research Designs: Exploring different research designs (experimental, quasi-experimental, survey, case study, etc.) based on research objectives. 2. Sampling Techniques: Understanding sampling methods (probability vs. non-probability), sample size determination, and sampling bias. 3. Data Collection Methods: Exploring various data collection methods (surveys, interviews, observations, document analysis) and choosing appropriate methods for specific research questions. 	8
III	<p>Unit 3: Data Analysis and Interpretation</p> <ul style="list-style-type: none"> • Quantitative Data Analysis: Descriptive statistics (measures of central tendency and dispersion), basic statistical tests (hypothesis testing, correlation, etc.), and data analysis software. • Qualitative Data Analysis: Techniques for analyzing qualitative data (coding, thematic analysis, narrative analysis) and using qualitative analysis software (optional). • Data Interpretation: Drawing meaningful conclusions from analyzed data, identifying limitations, and discussing the implications of research findings. 	7

IV	Unit 4: Research Ethics and Scientific Writing 1. Research Ethics: Understanding ethical principles like informed consent, anonymity, confidentiality, and responsible conduct of research. 2. Scientific Writing: Structure of a research paper (introduction, literature review, methodology, results, discussion, conclusion, references), academic writing style, and citation styles (APA, MLA, etc.). 3. Research Communication: Effective presentation of research findings (oral presentations, posters, research reports).	7
V	1. Students have to prepare a Synopsis on any topic given by class teacher. 2. Review of a Book	60
Suggested Evaluation Methods		
Internal Assessment: 30 (15+15*) > Theory 15 <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/ presentation/ assignment/ quiz/ class test etc.:4 • Mid-Term Exam: 7 > Practicum: 15 <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 • Mid-Term Exam: 		End Term Examination: 70 (35+35*)
Part C-Learning Resources		
Recommended Books/ e-resources/ LMS: <ol style="list-style-type: none"> 1. Sangeetanjali – Part (1-6) Pt. Omkar nath thakur 2. Kramik Pustak Mallika- Part (1-6) V. N. Bhatkhande 3. Raag Vigyan - Part (1-6) Pt. V. R. Patvardhan 4. Raag Parichay Part (1-4) - Harishchand Shrivastav 5. Abhinav Gitanjali (1-5) Pt. Ramashraye Jhaa 6. Pranav Bharti – Pt. Omkar Nath Thakur 7. Bhatkhande Sangeet Shastra- (1-4) V. N. Bhatkhande 8. Sangeet Bodh – Shreedhar Sharad Chandra Pranjpayee 9. Bhartiya Sangeet ka Itihas- Shreedhar Sharad Chandra Pranjpe 10. Bhartiya Sangeet ka Itihas- Thakur Jaidev Singh 11. Bhartiya Sangeet Vaiggyanik Vishleshan- Dr. Swatantra Sharma 12. Hamare Sangeet Ratna- Laxmi Narayan Garg 13. Bhartiya sangeet Vadhya – Pt. Lal Mani Mishra 14. Samgaan – Prof. Pankej Mala Sharma 15. Bhartiya Sangeet ke Tantri Vadya – Dr. Prakash Mahadik 		

KURUKSHERTRA UNIVERSITY KURUKSHETRA

**Syllabus and Course of Reading for Master of
Performing Arts(5 Year Integrated Programme)**

Under NEP- 2020 W.E.F. 2023-24

Session: 2026-27			
Part A – Introduction			
Subject	Music Instrumental –Sitar		
Semester	x		
Name of the Course	New Concepts in Musical Instruments		
Course Code	B23-PAS-1012		
Course Type: (CC/ MCC/ MDC/ CC- M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC-PG 5		
Level of the course (As per Annexure-I)	500-599		
Pre-requisite for the course (if any)	N.A.		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Enhance his/ her knowledge of music and scientific aspects of instruments 2. Enhance his/ her knowledge about the application of basic terminology of music and various theories of Indian classical music. 3. Know how to write the notation of Maseetkhani and Razakhani Gats with Toras and Jhala 4. know about contribution of famous musician <hr style="width: 20%; margin-left: 0;"/> <p>5*.Practically demonstrate or Perform the given Contents</p>		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50*) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks: 70 (35+35*)		Time: 3 Hours (Theory) and 6 Hours Practical	

Part B- Contents of the Course

Instructions for Paper- Setter

1. There shall be Nine Questions in all.
2. The Question paper will be divided into five units.
3. Paper Setter has to set 2 questions from each unit of syllabus given below ,a total of 8 questions from all 4 units.
4. The Question no. nine (Unit- V) will be and compulsory and covers the whole syllabus, itcontains 5 objective type questions of two marks each.
5. All questions Carry equal marks.
6. . The candidates shall be required to attempt five questions in all, selecting one question from first four units and 9th question (Vth Unit) will be compulsory to attempt.

Unit	Topics	Contact Hours
I	<ol style="list-style-type: none"> 1. Concept of Electronic Instruments in Music. 2. Detailed description Stage Performance. 3. Relationship between Artiste and Accompanist. 4. Psychology of Audience and the Artiste. 	8
II	<ol style="list-style-type: none"> 1. Concept of fusion in modern time. 2. Band Culture in modern period. 3. Role of musical instruments in reality shows. 4. Detailed description of Staff Notation System. 	8
III	<ol style="list-style-type: none"> 1. Difference between Hindustani and Karnatak Music. 2. Importance of Raag Vargikaran Siddhant in Indian Classical Music. 3. Time theory of Ragas. 4. Short notes : Naad, Shruti, Gram, Murchhna, Alankar, That, Raag 	7
IV	<ol style="list-style-type: none"> 1. Use of Sitar in Indian Cinema. 2. Role of Radio, Television, and Cinema in the promotion of Indian Music. 3. Importance of Music Festivals for a music student. 4. Repairing and Maintenance of Sitar. 	7
V*	<p>Practical</p> <ol style="list-style-type: none"> 1. Detailed description of the Ragas prescribed in the syllabus Darbari Kanhda, Puriya Kaliyan, Jaunpiri 2. Ability to play two Raag based song from your Syllabus. 3. Ability to play a Gat on other Instrument than Sitar. 4. One Maseetkhani Gat in Raag Darbari Kanhda and Razakhani Gat in Puriya Kaliyan, Jaunpiri With Two Toras and Jhala. 	60

Suggested Evaluation Methods	
<p style="text-align: center;">Internal Assessment: 30 (15+15*)</p> <p>➤ Theory Class Participation: 4 Seminar/ presentation/ assignment/ quiz/ class test etc.: 4 Mid-Term Exam: 7</p> <p>➤ Practicum 10 Class Participation: 5 Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 Mid-Term Exam:</p>	<p>End Term Examination: (35+35*)</p>
Part C-Learning Resources	
<p>Recommended Books/ e-resources/ LMS:</p> <ol style="list-style-type: none"> 1. Bhartiya Sangeet Vadya – Pt. Lalmani Mishra 2. Sitar and its compositions- Dr. Vinay Kumar Aggrawal 3. Hamare Sangeet Ratna – Luxmi Narayan Garg 4. Sitar Nirman aur Marammat- Dr. Purushotam Kumar 5. Sangeet Visharad - Basant 	

*Applicable for courses having practical component.

KURUKSHERTRA UNIVERSITY KURUKSHETRA

**Syllabus and Course of Reading for Master of
Performing Arts(5 Year Integrated Programme)**

Under NEP- 2020 W.E.F. 2023-24

Session: 2026-27			
Part A – Introduction			
Subject	Music Instrumental –Sitar		
Semester	x		
Name of the Course	Different Schools of Indian Musical Instruments		
Course Code	B23-PAS-813		
Course Type: (CC/ MCC/ MDC/ CC- M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC-PG 6		
Level of the course (As per Annexure-I)	500-599		
Pre-requisite for the course (if any)	N.A.		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Enhance his/ her knowledge of music and scientific aspects of instruments 2. Enhance his/ her knowledge about the application of basic terminology of music and various theories of Indian classical music. 3. Know how to write the notation of Maseetkhani and Razakhani Gats with Toras and Jhala 4. know about contribution of famous musician <p align="center">5*.Practically demonstrate or Perform the given Contents</p>		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50*) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks: 70 (35+35*)		Time: 3 Hours (Theory) and 6 Hours Practical	

Part B- Contents of the Course

Instructions for Paper- Setter

1. There shall be Nine Questions in all.
2. The Question paper will be divided into five units.
3. Paper Setter has to set 2 questions from each unit of syllabus given below ,a total of 8 questions from all 4 units.
 - a. The Question no. nine (Unit- V) will be and compulsory and covers the whole syllabus, itcontains 5 objective type questions of two marks each.
4. All questions Carry equal marks.
5. . The candidates shall be required to attempt five questions in all, selecting one question from first four units and 9th question (Vth Unit) will be compulsory to attempt.

Unit	Topics	Contact Hours
I	<ol style="list-style-type: none"> 1. Origin and Development of Gharana Parampara. 2. Necessity of Gharana in Music in modern time. 3. Merits and demerits of Gharana Parampara. 4. Music Education in Schools, Colleges and Universities. 	8
II	<ol style="list-style-type: none"> 1. Origin and development of Indian Percussion Instruments. 2. Detailed description of the following musical instruments : Tabla, Pakhawaj, Mridang 3. Origin and development of Tabla 4. Detailed description of Schools (Gharanas) of Tabla. 	8
III	<ol style="list-style-type: none"> 1. Detailed description of Schools (Gharanas) of Sarangi. 2. Detailed description of Schools (Gharanas) of Khyaal. 3. Detailed description of Schools (Vaniyan) of Dhrupad 	7
IV	<ol style="list-style-type: none"> 1. Vadyon se Rasotpatti. 2. Relation between Rasa and Sangeet. 3. Relation between Folk and Classical Music. 4. Contribution of the following Musicians : Ustad Asad Ali Khan, Ustad Allahrakha Khan, 	7
V*	<p>Practical</p> <ol style="list-style-type: none"> 1. Detailed description of the Ragas prescribed in the syllabus Multani, Maru Bihag, Shyam Kalyan, Maand Dhun 2. Ability to play two Raag based song from your Syllabus. 3. Ability to play raag based film songs on Sitar. 4. One Maseetkhani Gat in Raag Multani or Maru Bihag and Razakhani Gat in Shyam Kalyan With Two Toras and Jhala. 	60

Suggested Evaluation Methods	
<p style="text-align: center;">Internal Assessment: 30 (15+15*)</p> <p>➤ Theory Class Participation: 4 Seminar/ presentation/ assignment/ quiz/ class test etc.: 4 Mid-Term Exam: 7</p> <p>➤ Practicum 10 Class Participation: 5 Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 Mid-Term Exam:</p>	<p>End Term Examination: (35+35*)</p>
Part C-Learning Resources	
<p>Recommended Books/ e-resources/ LMS:</p> <ol style="list-style-type: none"> 1. Bhartiya Sangeet Vadya – Pt. Lalmani Mishra 2. Sitar and its compositions- Dr. Vinay Kumar Aggrawal 3. Hamare Sangeet Ratna – Luxmi Narayan Garg 4. Sitar Nirman aur Marammat- Dr. Purushotam Kumar 5. Sangeet Visharad - Basant 	

*Applicable for courses having practical component.

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**Syllabus and Course of Reading for Master of
Performing Arts(5 Year Integrated Programme)**

Under NEP- 2020 W.E.F. 2023-24

Session: 2026-27			
Part A – Introduction			
Subject	Music Instrumental –Sitar		
Semester	x		
Name of the Course	Sitar in different forms of classical, semi classical and light music		
Course Code	B23-PAS-814		
Course Type: (CC/ MCC/ MDC/ CC- M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	DSE- PG 2		
Level of the course (As per Annexure-I)	500-599		
Pre-requisite for the course (if any)	N.A.		
Course Learning Outcomes(CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Enhance his/ her knowledge of music and scientific aspects of instruments 2. Enhance his/ her knowledge about the application of basic terminology of music and various theories of Indian classical music. 3. Know how to write the notation of Maseetkhani and Razakhani Gats with Toras and Jhala 4. know about contribution of famous musician <p align="center">_____</p> <p>5*.Practically demonstrate or Perform the given Contents</p>		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50*) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks: 70 (35+35*)		Time: 3 Hours (Theory) and 6 Hours Practical	

Part B- Contents of the Course

Instructions for Paper- Setter

1. There shall be Nine Questions in all.
2. The Question paper will be divided into five units.
3. Paper Setter has to set 2 questions from each unit of syllabus given below ,a total of 8 questions from all 4 units.
4. The Question no. nine (Unit- V) will be and compulsory and covers the whole syllabus, itcontains 5 objective type questions of two marks each.
5. All questions Carry equal marks.
6. . The candidates shall be required to attempt five questions in all, selecting one question from first four units and 9th question (Vth Unit) will be compulsory to attempt.

Unit	Topics	Contact Hours
I	<ol style="list-style-type: none">1. Playing styles of Sitar.2. Detailed description of Imdadkhani style of Sitar.3. Detailed description of Seniya style of Sitar.4. Importance of Thath in Indian and South Indian Music.	8
II	<ol style="list-style-type: none">1. Detailed study of Jati gayan parampara.2. Detailed description of Harmony and Melody.3. Detailed description of Prabandh.4. Short notes : Nibaddh Gaan, Alaap, Swasthan, Shuddh-Chhayalag-Sankirn Raag	8
III	<ol style="list-style-type: none">1. Role of Television in the promotion of Indian music.2. Role of Cinema in the promotion of Indian Classical Music.3. Use of Sitar in Chitrapat Sangeet.4. Comparative study of Hindustani and Karnatak Swar.	7
IV	<ol style="list-style-type: none">1. Detailed description of Geet and its types.2. Detailed description of of Folk Instruments of Haryana and Punjab3. Detailed description of singing styles of Haryana and Punjab.4. Contribution of the following musicians : Lata Mangeshkar, Jagjeet Singh, Ustad Rais Khan, Ustad Shujat Khan	7
V*	<p>Practical</p> <ol style="list-style-type: none">1. Detailed description of the Ragas prescribed in the syllabus Bilaskhani Todi, Bhatiyar, Hansdhwani, Jhinhoti Dhun2. Ability to play two Raag based song from your Syllabus.3. Ability to play raag based film songs on Sitar.4. Ability to play a thumri on Sitar in any raag prescribed in	60

	the syllabus 4. One Maseetkhani Gat in Raag Bilaskhani Todi and Razakhani Gat in Bhatiyar, Hansdhwani With Two Toras and Jhala.	
Suggested Evaluation Methods		
	Internal Assessment: 30 (15+15*)	End Term Examination: (35+35*)
	<p>➤ Theory Class Participation: 4 Seminar/ presentation/ assignment/ quiz/ class test etc.: 4 Mid-Term Exam: 7</p> <p>➤ Practicum 10 Class Participation: 5 Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 Mid-Term Exam:</p>	
Part C-Learning Resources		
Recommended Books/ e-resources/ LMS:		
<ol style="list-style-type: none"> 1. Bhartiya Sangeet Vadya – Pt. Lalmani Mishra 2. Sitar and its compositions- Dr. Vinay Kumar Aggrawal 3. Hamare Sangeet Ratna – Luxmi Narayan Garg 4. Sitar Nirman aur Marammat- Dr. Purushotam Kumar 5. Sangeet Visharad - Basant 		

*Applicable for courses having practical component.

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**Syllabus and Course of Reading for Master of
Performing Arts(5 Year Integrated Programme)**

Under NEP- 2020 W.E.F. 2023-24

Session: 2026-27			
Part A – Introduction			
Subject	Music Instrumental –Sitar		
Semester	x		
Name of the Course	Sitar Stage Performance		
Course Code	B23-PAS-815		
Course Type: (CC/ MCC/ MDC/ CC- M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	PC-PG 2		
Level of the course (As perAnnexure-I	500-599		
Pre-requisite for the course (ifany)	N.A.		
Course Learning Outcomes(CLO):	After completing this course, the learner will be able to: <ol style="list-style-type: none"> 1. Enhance his/ her knowledge of music and scientific aspects of instruments 2. Enhance his/ her knowledge about the application of basic terminology of music and various theories of Indian classical music. 3. Know how to write the notation of Maseetkhani and Razakhani Gats with Toras and Jhala 4. Know about contribution of famous musician 		
Credits	Theory	Practical	Total
		4	4
Contact Hours		4	4
Max. Marks: 100		Time:	
Internal Assessment Marks: 30		6 Hours (Practical)	
End Term Exam Marks: 70			
Part B- Contents of the Course			
<u>Instructions for Paper- Setter</u>			
<ol style="list-style-type: none"> 1. There shall be Nine Questions in all. 2. The Question paper will be divided into five units. 3. Paper Setter has to set 2 questions from each unit of syllabus given below ,a total of 8 questions from all 4 units. 4. The Question no. nine (Unit- V) will be and compulsory and covers the whole syllabus, itcontains 5 objective type questions of two marks each. 			

<p>5. All questions Carry equal marks.</p> <p>6. . The candidates shall be required to attempt five questions in all, selecting one question from first four units and 9th question (Vth Unit) will be compulsory to attempt.</p>		
Unit	Topics	ContactHours
I	<p>Practical</p> <p>1. Detailed description of the Ragas prescribed in the syllabus. Bilaskhani Todi, Multani, Maru Bihag, Darbari Kanhda</p> <p>2. One Maseetkhani Gat in any Raag prescribed in the syllabus.</p>	25
II	<p>1. Detailed description of the Ragas prescribed in the syllabus. Bhatiyar, Hansdhwani, Shyam Kalyan, Puriya Kalyan, Jaunpuri</p> <p>2. One Razakhani Gat in any Raag prescribed in the syllabus.</p> <p>3. One Razakhani Gat in Roopak or Basant taal</p>	25
III	<p>1. Detailed presentation of the Taals prescribed in the syllabus Tilwara, Rudra, Pancham Sawari</p> <p>2. Ability to play any two taals on hand or on Tabla.</p>	20
IV	<p>1. Ability to play a dhun out of following : Maand Dhun, Jhinjhoti Dhun</p> <p>2. Ability to play two Raag based song from your Syllabus.</p>	20
Suggested Evaluation Methods		
<p style="text-align: center;">Internal Assessment: 30</p> <p>➤ Theory Class Participation: Seminar/ presentation/ assignment/ quiz/ class test etc.: Mid-Term Exam:</p> <p>➤ Practicum 30 Class Participation: 5 Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 Mid-Term Exam:15</p>		End Term Examination:30
Part C-Learning Resources		
<p>Recommended Books/ e-resources/ LMS:</p> <p>1. Bhartiya Sangeet Vadya – Pt. Lalmani Mishra</p> <p>2. Sitar and its compositions- Dr. Vinay Kumar Aggrawal</p> <p>3. Hamare Sangeet Ratna – Luxmi Narayan Garg</p> <p>4. Sitar Nirman aur Marammat- Dr. Purushotam Kumar</p> <p>5. Sangeet Visharad - Basant</p>		

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Under NEP-2020 W.E.F. 2023-24

Session: 2026-27			
Part A–Introduction			
Subject	Music Instrumental		
Semester	X		
Name of the Course	Projects / Dissertations		
Course Code	B23-PAS-1016		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	Projects / Dissertations		
Level of the course (As per Annexure-I)	500-599		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes(CLO):	After completing this course, the learner will be able to: 1. Enhance his/ her Knowledge about writing skill, analytical approach, and developing own vision to explain comprehensively. <hr style="width: 50%; margin-left: auto; margin-right: 0;"/>		
Credits: 12(8+4)	Dissertation	Viva -voce	Total
	8	4	12
Contact Hours	-	-	-
Max. Marks: 300(200 Dissertation+100 Viva voce)		Time: 6 Hours	
Part B- Contents of the Course			
Unit	Topics		Contact Hours
I	Student has to submit a project report / dissertation (60 to 80 Pages) in a print form before practical exam.		

	<p>Areas for project :</p> <ol style="list-style-type: none"> 1. Classical 2. Semi Classical Music 3. Folk and Light Music 4. Western Music 5. Devotional Music / Sufi Music/ Shrimad Bhagwad Geeta Shlokas 6. Coverage of musical competition, concerts / event or associated areas with written report and video C.D.(if required) 	
Suggested Evaluation Methods		
	End Term Examination: 300(200+100)	
Part C-Learning Resources		
<p>Recommended Books/ e-resources/ LMS: Student can consult with Nobel laureates, and he / she can take assistance of related literature, books, epics, E- resources.</p>		

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Session: 2024-25			
Part A - Introduction			
Subject	Music Instrumental –Tabla		
Semester	V		
Name of the Course	Basic terms and aesthetical components of Tabla		
Course Code	B23-PAS-502		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC –B5		
Level of the Course (As per Annexure-I)	300-399		
Pre-requisite for the Course (if any)			
Course Learning Outcomes(CLO):	<p>After completing this Course , the learner will be able to:</p> <ol style="list-style-type: none"> 1. Comprehensive understanding of key concepts such as Varna, Ras, Chhand, and Alankar.. 2. Fundamental aspects of sound, including vibration, frequency, pitch, intensity, and timber. 3. Knowledge of classification of Panch Jati Bhed 4. Ability to improvise confidently and creatively within the framework of traditional tabla. <hr style="width: 20%; margin-left: auto; margin-right: auto;"/> <p>5*. Practically demonstrate or Perform the given Contents</p>		
Credits: 4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50*)		Time: 3 Hours	
Internal Assessment Marks: 30 (15+15*)			
End Term Exam Marks:70 (35+35*)			
Part B-Contents of the Course			

Instructions for Paper- Setter

- There shall be Nine Questions in all.
- The Question paper will be divided into five units.
- Paper Setter has to set 2 questions from each unit of syllabus given below, a total of 8 questions from all 4 units.
- The Question No. nine (Unit- V) will be objective type and compulsory with covering the whole syllabus, it contains 7 objective type questions of one mark each.

Unit	Topics	Contact Hours
I	<ul style="list-style-type: none"> • Definition of the following:- • Varna, Ras, Chhand- (Varnik, Matrik)Alankar(Shabdalanakar-Yamak,Anupras,Punarukti) 	8
II	<ul style="list-style-type: none"> • Knowledge of the following:- • Vibration (ii) Frequency (iii) Pitch (IV) Intensity • (v) Timber 	8
III	<ul style="list-style-type: none"> • Study of PanchJatiBhed – • Trista, Chatastra, Khand, Mishra and Sankirn Jati. 	7
IV	<ul style="list-style-type: none"> • Understanding the art of improvisation. • Creativity in tabla playing and its contribution to individual expression. 	7
V*	<ul style="list-style-type: none"> • Practical • Recitation of Jhaptaal in Barabar, Dugun,ChaugunLaya. • One Kayda of AadiLaya with FourPalta and Tihai in Rupak Taal. • One Rela and Two Tukda of Rupak Taal. • Practice of above mentioned compositions with nagma (Saringi/ Harmonium) 	60

Suggested Evaluation Methods

Internal Assessment: 30(15+15*)

➤ **Theory**

- Class Participation: 4
- Seminar/ presentation/ assignment/ quiz/ class test etc.:4
- Mid-Term Exam: 7

➤ **Practicum:**

- Class Participation: 5
- Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10
- Mid-Term Exam:

End Term

**Examination:
70(35+35)***

Part C-Learning Resources

Recommended Books/ e-resources/ LMS:

Dhwaniaur Sangit- Lalit Kishor Singh

Taal Vadya Shastra-Sri Bhalchandra Rao Marathe

Taal Sarvang- Dr.Vidyanaath Singh

Tabla Vadan Me NihitSaundarya-Pt. SudhirMainkar

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Session: 2024-25			
Part A - Introduction			
Subject	Music Instrumental –Tabla		
Semester	V		
Name of the Course	History and development of Taal System from ancient to modern era		
Course Code	B23-PAS-506		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC –M5(V)		
Level of the Course (As per Annexure-I)	300-399		
Pre-requisite for the Course (if any)			
Course Learning Outcomes (CLO):	<p>After completing this Course , the learner will be able to:</p> <ol style="list-style-type: none"> 1. Understanding of Taal Origins and Classification 2. Knowledge of Marg Taal System. 3. Structure of Desi Taal System and Comparative Study. 4. Understanding North Indian and South Indian Taal System. <hr/> <p>5*. Practically demonstrate or Perform the given Contents & Execution of Kayda in AadiLaya with Palta and Tihai in Jhaptaal</p>		
Credits: 4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50*) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours	
Part B- Contents of the Course			
<u>Instructions for Paper- Setter</u>			
<ul style="list-style-type: none"> ➤ There shall be Nine Questions in all. ➤ The Question paper will be divided into five units. ➤ Paper Setter has to set 2 questions from each unit of syllabus given below, a total of 8 questions from all 4 units. 			

➤ The Question No. nine (Unit- V) will be objective type and compulsory with covering the whole syllabus, it contains 7 objective type questions of one mark each.		
Unit	Topics	Contact Hours
I	<ul style="list-style-type: none"> Brief study of Origin of taal, Kinds of Taal(Shudha Taal, Salag Taal, Sankirna Taal) 	8
II	<ul style="list-style-type: none"> Brief Knowledge of Marg Taal System - Laghu, Guru, Kaal, Marg, Shasabd- Nihshabd, Kala-Paat 	8
	<ul style="list-style-type: none"> Structure of Desitaal System Comparative study of Marg and Desi Taal system 	7
IV	<ul style="list-style-type: none"> North Indian Taal System South Indian Taal System Comparison of North Indian & South Indian Taal System 	7
V*	<p>Practical</p> <ul style="list-style-type: none"> Recitation of Ektaal in Barabar, Dugun, Chaugun Laya. One Kayda of Aadi Laya with Four Palta and Tihai in Jhaptaal. One Rela and Two Tukda in Jhaptaal. Practice of above mentioned compositions with Nagma(Saringi/ Harmonium) 	60
Suggested Evaluation Methods		
<p>Internal Assessment: 30(15+15*)</p> <p>➤ Theory</p> <ul style="list-style-type: none"> Class Participation: 4 Seminar/ presentation/ assignment/ quiz/ class test etc.: 4 Mid-Term Exam: 7 <p>➤ Practicum:</p> <ul style="list-style-type: none"> Class Participation: 5 Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 Mid-Term Exam: 		<p>End Term Examination: 70(35+35)*</p>
Part C-Learning Resources		
<p>Recommended Books/ e-resources/ LMS:</p> <p>Dhwani aur Sangit- Lalit Kishor Singh Taal Vadya Shastra- Sri Bhalchandra Rao Marathe Taal Sarvang- Dr. Vidyanath Singh Tabla Vadan Me Nihit Saundarya- Pt. Sudhir Mainkar</p>		

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Session: 2024-25			
Part A - Introduction			
Subject	Music Instrumental –Tabla		
Semester	VI		
Name of the Course	Classification of instruments and their description		
Course Code	B23-PAS-602		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC –B6		
Level of the Course (As per Annexure-I)	300-399		
Pre-requisite for the Course (if any)			
Course Learning Outcomes(CLO):	<p>After completing this Course , the learner will be able to:</p> <ol style="list-style-type: none"> 1. Comprehensive understanding of Musical Instruments. 2. Knowledge of Sushir Vadya & Flute, Shankh 3. Knowledge of classification Avnadhya Vadhya 4. Understanding the cultural context & significance of Ghan Vadya <hr/> <p>5*. Ability to Play Tabla Solo & Accompaniment within the specified rhythmic frameworks</p>		
Credits: 4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50*) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks: 70 (35+35*)		Time: 3 Hours	
Part B- Contents of the Course			
<u>Instructions for Paper- Setter</u>			
There shall be Nine Questions; Question number one must be objective type which is compulsory. The candidate is required to attempt FIVE questions in all, selecting ONE question from each unit. All questions carry equal marks.			

Unit	Topics	Contact Hours
I	<ul style="list-style-type: none"> • Introduction of Musical Instruments , • Definition and examples of Chordophones(Tat Vadya), • Classification of Tat Vadya(Tat, Vitat) 	8
II	<ul style="list-style-type: none"> • Definition and examples of Aerophones (Sushir -Vadya). • Knowledge of Following Instruments: Fluet, Shankh 	8
III	<ul style="list-style-type: none"> • Definition and examples of Membranophones(Avnadhya-Vadya). • Classification of Avnadhya-Vadya(Ekmukhi,Dvimukhi) 	7
IV	<ul style="list-style-type: none"> • Definition and examples of Idiophones(Ghan-Vadya) • Brief knowledge of following Instruments: Manjira, KhatTaal. • Cultural context&significance of GhanVadya. 	7
V*	<p>Practical</p> <ul style="list-style-type: none"> • Recitation of Jhaptaal in Barabar, Dugun,Tigun,Chaugun Laya Of Ek Taal. • One Kayda with Four Palta and Tihai in EkTaal. • One Rela and Two Tukda of EkTaal. • Accompaniment with Badakhyaal in Ektaal) 	60
Suggested Evaluation Methods		
<p>Internal Assessment: 30(15+15*)</p> <p>➤ Theory</p> <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/ presentation/ assignment/ quiz/ class test etc.:4 • Mid-Term Exam: 7 <p>➤ Practicum:</p> <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 • Mid-Term Exam: 		<p>End Term Examination: 70(35+35)*</p>
Part C-Learning Resources		
<p>Recommended Books/ e-resources/ LMS: Dhwani aur Sangit- Lalit Kishor Singh Taal Vadya Shastra- Sri Bhalchandra Rao Marathe Taal Sarvang- Dr. Vidyanaath Singh Tabla Vadan Me Nihit Saundarya- Pt. Sudhir Mainkar</p>		

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Session: 2024-25			
Part A - Introduction			
Subject	Music Instrumental –Tabla		
Semester	VI		
Name of the Course	Compositional forms of Avnadhya –Vadya		
Course Code	B23-PAS-606		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC –M7(V)		
Level of the Course (As per Annexure-I)	300-399		
Pre-requisite for the Course (if any)			
Course Learning Outcomes(CLO):	<p>After completing this Course , the learner will be able to:</p> <ol style="list-style-type: none"> 1. Comprehensive understanding of Bandish. 2. Knowledge of various repertoires. 3. Knowledge of Gat & Paran. 4. Understanding of Pre composed repertoires. <hr/> <p>5*.Ability to Play traditional Tabla Solo &Accompaniment within the specified rhythmic frameworks.</p>		
Credits: 4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50*) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours	
Part B- Contents of the Course			
<u>Instructions for Paper- Setter</u>			
<ul style="list-style-type: none"> ➤ There shall be Nine Questions in all. ➤ The Question paper will be divided into five units. ➤ Paper Setter has to set 2 questions from each unit of syllabus given below, a total of 8 questions from all 4 units. ➤ The Question No. nine (Unit- V) will be objective type and compulsory with covering the whole syllabus, it contains 7 objective type questions of one mark each. 			

Unit	Topics	Contact Hours
I	<ul style="list-style-type: none"> • Brief Study of Origin of composition in tablaplaying • Definition of Bandish - expandable and nonexpandable compositions. 	8
II	<ul style="list-style-type: none"> • Detailed study of Theka, Peshkar, Quaida, Prastar (Paltas) • Mukhda, Mohra, Tukda, Uthan, Bant 	8
III	<ul style="list-style-type: none"> • Definition of Gat, Kinds of Gat (Shudhh Gat, Darjedar Gat, • Definition of Paran, Kinds Of Paran (Sath -Paran, Gat-Paran, Taal –Paran, Bol-Paran) 	7
IV	<ul style="list-style-type: none"> • Theory of Tihai Composition and its Kinds-Damdar, Bedam • Theory of Chakkardaar, Farmaishi Chakkardaar, Kamal Chakkardar 	7
V*	<p>Practical</p> <ul style="list-style-type: none"> • Recitation of Laykari in Barabar, Dugun, Tigin Chaugun, Aadi Laya Teentaal. • One Kayda with Six Palta and Tihai in Teentaal. • One Relao dhirdhir, and Two Tukda One farmaishi Chakkardaar in Teentaal. • Accompaniment with Badakhyaal in Tilwada) 	60
Suggested Evaluation Methods		
<p>Internal Assessment: 30(15+15*)</p> <p>➤ Theory</p> <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/ presentation/ assignment/ quiz/ class test etc.: 4 • Mid-Term Exam: 7 <p>➤ Practicum:</p> <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 • Mid-Term Exam: 		<p>End Term Examination: 70(35+35)*</p>
Part C-Learning Resources		
<p>Recommended Books/ e-resources/ LMS: Dhwani aur Sangit- Lalit Kishor Singh Taal Vadya Shastra- Sri Bhalchandra Rao Marathe Taal Sarvang- Dr. Vidyanaath Singh Tabla Vadan Me Nihit Saundarya- Pt. Sudhir Mainkar</p>		

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Session: 2025-26			
Part A - Introduction			
Subject	Music Instrumental –Tabla		
Semester	VII		
Name of the Course	History of Indian Percussion Instruments		
Course Code	B23-PAS-721		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC –H1		
Level of the Course (As per Annexure-I)	400-499		
Pre-requisite for the Course (if any)			
Course Learning Outcomes(CLO):	<p>After completing this Course , the learner will be able to:</p> <ol style="list-style-type: none"> 1. Comprehension of historical context of percussion instruments. 2. Knowledge of various instruments. 3. Knowledge of Pakhawaj. 4. Contemporary percussion instruments. <hr/> <p>5*.Ability to Play traditional Tabla Solo &Accompaniment within the specified rhythmic frameworks.</p>		
Credits: 4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50*) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours	
Part B- Contents of the Course			
<u>Instructions for Paper- Setter</u>			
<ul style="list-style-type: none"> ➤ There shall be Nine Questions in all. ➤ The Question paper will be divided into five units. ➤ Paper Setter has to set 2 questions from each unitof syllabus given below, a total of 8questions from all 4 units. ➤ The Question No. nine (Unit- V) will be objective type and compulsory with covering the whole syllabus, it contains 7 objective type questions of one mark each. 			

Unit	Topics	Contact Hours
I	<ul style="list-style-type: none"> • Definition and significance of percussion instruments in Indian music • Historical background and evolution of Indian percussion instruments. 	8
II	<ul style="list-style-type: none"> • Classification of Indian percussion instruments: Membranophones, Idiophones, Chordophones, and Aerophones • Introduction of some prominent Indian percussion instruments: Tabla, Mridangam, Pakhawaj, 	8
III	<ul style="list-style-type: none"> • Analysis of pakhawaj: its role in dhrupad and dhamar traditions, • Techniques, and compositions- Padal, 	7
IV	<ul style="list-style-type: none"> • Evolution of Indian percussion in contemporary music genres like Film Music, Folk Music, fusion, jazz, and world music 	7
V*	Practical <ul style="list-style-type: none"> • Knowledge of Adachartaal(14 Matra)Theka. • One Kayda with Six Palta and Tihai in Adachartaal. • One Rela of dhirdhir and two Tukda in Adachartaal. 	60
Suggested Evaluation Methods		
Internal Assessment: 30(15+15*) <ul style="list-style-type: none"> ➤ Theory <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/ presentation/ assignment/ quiz/ class test etc.:4 • Mid-Term Exam: 7 ➤ Practicum: <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 • Mid-Term Exam: 		End Term Examination: 70(35+35)*
Part C-Learning Resources		
Recommended Books/ e-resources/ LMS: TaalVadyaShastra- Sri BhalchandraRaoMarathe TaalSarvang- Dr.Vidyanaath Singh BharatiyaSangeetVadya - Pt. Lal Mai Mishra. TaalVadyaParichay- Dr. Jamuna Prasad Patel Table kaudgamvikasaurVadanshailiyan		

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Session: 2025-26			
Part A - Introduction			
Subject	Music Instrumental –Tabla		
Semester	VII		
Name of the Course	Concept of different TablaGharana		
Course Code	B23-PAS-722		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC –H2		
Level of the Course (As per Annexure-I)	400-499		
Pre-requisite for the Course (if any)			
Course Learning Outcomes(CLO):	<p>After completing this Course , the learner will be able to:</p> <ol style="list-style-type: none"> 1.Knowledge of the Gharanas. 2. Knowledge of prominent TablaGharana. 3.Knowledge of Characteristics of theGharanas . 4. Importance of preserving Gharana. <hr style="width: 20%; margin-left: auto; margin-right: auto;"/> <p>5*.Ability to Play traditional Tabla Solo in Adchartal&AccompanimentwithChhotakhayal.</p>		
Credits: 4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50*) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours	
Part B- Contents of theCourse			
<u>Instructions for Paper- Setter</u>			
<ul style="list-style-type: none"> ➤ There shall be Nine Questions in all. ➤ The Question paper will be divided into five units. ➤ Paper Setter has to set 2 questions from each unitof syllabus given below, a total of 8questions from all 4 units. ➤ The Question No. nine (Unit- V) will be objective type and compulsory with covering the whole syllabus, it contains 7 objective type questions of one mark each. 			

Unit	Topics	Contact Hours
I	<ul style="list-style-type: none"> Define "Gharana" and its significance in Indian classical music Historical background and evolution of Indian Percussion instruments. 	8
II	<ul style="list-style-type: none"> Six widely recognized TablaGharanas and their Historical development. Prominent PakhawajGharana and their History. 	8
III	<ul style="list-style-type: none"> Characteristics of the Following Gharanas:DelhiGharana, AjradaGharana ,Punjab Gharana. LucknowGharana, Banaras Gharana, FarrukhabadGharana. 	7
IV	<ul style="list-style-type: none"> Discuss the importance of preserving Gharana traditions while fostering innovation. Challenges in front of Gharana System in 21st Century. 	7
V*	<p>Practical</p> <ul style="list-style-type: none"> Knowledge of Adachartaal (14 Matra) Theka. One Kaydain AdiLaya with Six Palta and Tihai in Adachartaal. One Simple,oneFarmaishiChakkardaar in Adachartaal. Accompaniment with ChhotaKyal&BadaKhyal. 	60
Suggested Evaluation Methods		
<p>Internal Assessment: 30(15+15*)</p> <p>➤ Theory</p> <ul style="list-style-type: none"> Class Participation: 4 Seminar/ presentation/ assignment/ quiz/ class test etc.:4 Mid-Term Exam: 7 <p>➤ Practicum:</p> <ul style="list-style-type: none"> Class Participation: 5 Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 Mid-Term Exam: 		<p>End Term Examination: 70(35+35)*</p>
Part C-Learning Resources		
<p>Recommended Books/ e-resources/ LMS:</p> <p>TaalVadyaShastra- Sri BhalchandraRaoMarathe TaalSarvang- Dr.Vidyanaath Singh BharatiyaSangeetVadya - Pt. Lal Mai Mishra. TaalVadyaParichay- Dr. Jamuna Prasad Patel Table kaudgamvikasaurVadanshailiyan Pakhawajaur Table keGharaneEvamParamparaen. DrAban E. Mistry</p>		

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Session: 2025-26			
Part A - Introduction			
Subject	Music Instrumental –Tabla		
Semester	VII		
Name of the Course	Analytical study of South Indian Taal system.		
Course Code	B23-PAS-723		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC –H3		
Level of the Course (As per Annexure-I)	400-499		
Pre-requisite for the Course (if any)			
Course Learning Outcomes(CLO):	<p>After completing this Course , the learner will be able to:</p> <p>1.Introduction& Concept of Taal in Karnatak Music. 2. Knowledge of Shadang. 3.Development of SaptsooladiTaal. 4. Comparative Study of North and South Indian Taal System</p> <hr/> <p>5*.Ability to Play traditional Tabla Solo in Adchartal&Accompaniment withChhotakhayal.</p>		
Credits:4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50*) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours	
Part B- Contents of theCourse			
<u>Instructions for Paper- Setter</u>			
<ul style="list-style-type: none"> ➤ There shall be Nine Questions in all. ➤ The Question paper will be divided into five units. ➤ Paper Setter has to set 2 questions from each unitof syllabus given below, a total of 8questions from all 4 units. ➤ The Question No. nine (Unit- V) will be objective type and compulsory with covering the whole syllabus, it contains 7 objective type questions of one mark each. 			

Unit	Topics	Contact Hours
I	<ul style="list-style-type: none"> Introduction & concept of Taal in Karnatak Music: Definition, significance of Taal in Carnatic music. 	8
II	<ul style="list-style-type: none"> Knowledge of Shadang-Anudrut, Drut, Laghu, Guru, Plut, Kakpad, 	8
III	<ul style="list-style-type: none"> Development of Saptsooladi Taal, Chaputaal, Characteristics of Saptsooladi Taal 	7
IV	<ul style="list-style-type: none"> Comparative study of North and South Indian Taal System Similarities and differences between Carnatic and Hindustani Taal System 	7
V*	<p>Practical</p> <ul style="list-style-type: none"> Knowledge of Dhamar (14 Matra) Theka One Simple Tukda In Dhamar. One Farmaishi Chakkardaar in Dhamar. Accompaniment with Dhrupad. 	60
Suggested Evaluation Methods		
<p>Internal Assessment: 30(15+15*)</p> <p>➤ Theory</p> <ul style="list-style-type: none"> Class Participation: 4 Seminar/ presentation/ assignment/ quiz/ class test etc.: 4 Mid-Term Exam: 7 <p>➤ Practicum:</p> <ul style="list-style-type: none"> Class Participation: 5 Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 Mid-Term Exam: 		<p>End Term Examination: 70(35+35)*</p>
Part C-Learning Resources		
<p>Recommended Books/ e-resources/ LMS: Taal Vadya Shastra- Sri Bhalchandra Rao Marathe Taal Sarvang- Dr. Vidyanath Singh Bharatiya Sangeet Vadya - Pt. Lal Mai Mishra. Taal Vadya Parichay- Dr. Jamuna Prasad Patel The Grammar of Carnatic Music –K.G. Vijaykrishnam</p>		

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Session: 2025-26			
Part A - Introduction			
Subject	Music Instrumental –Tabla		
Semester	VII		
Name of the Course	Technical and Mathematical studies of Tabla compositions		
Course Code	B23-PAS-724		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	DSE-H1		
Level of the Course (As per Annexure-I)	400-499		
Pre-requisite for the Course (if any)			
Course Learning Outcomes(CLO):	<p>After completing this Course , the learner will be able to:</p> <ol style="list-style-type: none"> 1.Knowledge of the Laykari’s concept. 2.Knowledge of calculation of Chakkardar. 3.Knowledge of mathematics of Taal and Laykari. 4. Technical comprehension of Tihai. <hr/> <p>5*.Ability to Play traditional Tabla Solo in Pancham Sawaril & Accompaniment with Chhota Khayal.</p>		
Credits: 4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50*) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours	
Part B- Contents of the Course			
<u>Instructions for Paper- Setter</u>			
<ul style="list-style-type: none"> ➤ There shall be Nine Questions in all. ➤ The Question paper will be divided into five units. ➤ Paper Setter has to set 2 questions from each unitof syllabus given below, a total of 8questions from all 4 units. ➤ The Question No. nine (Unit- V) will be objective type and compulsory with covering the whole syllabus, it contains 7 objective type questions of one mark each. 			

Unit	Topics	Contact Hours
I	<ul style="list-style-type: none"> • Introduction Laykari, Kinds of Laykary. • Mathematics OfAdi, Kuadi, &BiadiLaykari. 	8
II	<ul style="list-style-type: none"> • Knowledge of mathematics of Simple Chakkardar. • Brief Knowledge of Calculation of Farmaishi. 	8
III	<ul style="list-style-type: none"> • Study on creating compositions of any Part icular taal to any other Taal. 	7
IV	<ul style="list-style-type: none"> • Knowledge ofTihai making in Any popularTaalJhaptaal, RoopakTaal, Ektaal, Chartaal. 	7
V*	<p>Practical</p> <ul style="list-style-type: none"> • Knowledge of PanchamSawariTaalTheka. • One Kaydain with Six Palta and Tihaiin Panchamsawaritaal. • One Simple,oneFarmaishiChakkardaar inPanchamsawaritaal. • Accompaniment with ChhotaKyal&BadaKhyalinTilwada. SS 	60
Suggested Evaluation Methods		
<p>Internal Assessment: 30(15+15*)</p> <p>> Theory</p> <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/ presentation/ assignment/ quiz/ class test etc.:4 • Mid-Term Exam: 7 <p>> Practicum:</p> <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 • Mid-Term Exam: 		<p>End Term Examination: 70(35+35)*</p>
Part C-Learning Resources		
<p>Recommended Books/ e-resources/ LMS: TaalVadyaShastra- Sri BhalchandraRaoMarathe TaalSarvang- Dr.Vidyanaath Singh BharatiyaSangeetVadya - Pt. Lal Mai Mishra. TaalVadyaParichay- Dr. Jamuna Prasad Patel Table kaudgamvikasaurVadanshailiyan–Dr. YogmayaShukla TihaiyonEvamChakradaronkaGaniteeyVishleshan (Mathematical Analysis of Conditional Compositions)- Dr. HemantSachdeva</p>		

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Session: 2025-26			
Part A - Introduction			
Subject	Music Instrumental –Tabla		
Semester	VII		
Name of the Course	Tabla Stage Performance		
Course Code	B23-PAS-725		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	PC-H1		
Level of the Course (As per Annexure-I)	400-499		
Pre-requisite for the Course (if any)			
Course Learning Outcomes(CLO):	After completing this Course , the learner will be able to: 1. Knowledge of the Peshkar and Uthan. 2. Knowledge of Bant and its Vistar. 3. Knowledge of Fard. 4. Perform systematic Tabla Solo.		
Credits: 4	Theory	Practical	Total
	0	4	4
Contact Hours	0	4	4
Max. Marks: 100 Internal Assessment Marks: 30 End Term Exam Marks:70		Time: 6 Hours	
Part B- Contents of the Course			
Unit	Topics		Contact Hours
I	• AdvancedUthan&PeshkarInTeentaal.		23
II	• One Bant in Teentaal with 4 Vistar and Tihai.		23
III	• One Fard Gat & One Darjeddar Gat Of banarasGharana in Teentaal.		22

IV	<ul style="list-style-type: none"> • Complete Solo Performance in Teentaal With Lehra. 	22
Suggested Evaluation Methods		
Internal Assessment: 30 ➤ Practicum: <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 • Mid-Term Exam: 15 		End Term Examination: 70
Part C-Learning Resources		
Recommended Books/ e-resources/ LMS: TaalParichay- Bhag-1, 2, 3, TaalSarvang- Dr.Vidyanaath Singh TaalPrasoon- Pt. Chhotelal Mishra TihaiyonEvamChakradaronkaGaniteeyVishleshan (Mathematical Analysis of Conditional Compositions)- Dr. HemantSachdeva		

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Session: 2025-26			
Part A - Introduction			
Subject	Music Instrumental –Tabla		
Semester	VIII		
Name of the Course	Conventional music and Instruments of India		
Course Code	B23-PAS-821		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC –H4		
Level of the Course (As per Annexure-I)	400-499		
Pre-requisite for the Course (if any)			
Course Learning Outcomes(CLO):	<p>After completing this Course , the learner will be able to:</p> <ol style="list-style-type: none"> 1. Comprehension of historical percussion instruments. 2. Understand historical significance of traditional instruments. 3. Knowledge of various percussion instruments of Folk. 4. Comprehend South Indianpercussion instruments. <hr/> <p>5*.Ability to Play traditional Tabla Solo &Accompaniment within the specified rhythmic frameworks.</p>		
Credits: 4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50*) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours	
Part B-Contents of the Course			
<u>Instructions for Paper- Setter</u>			
<ul style="list-style-type: none"> ➤ There shall be Nine Questions in all. ➤ The Question paper will be divided into five units. ➤ Paper Setter has to set 2 questions from each unit of syllabus given below, a total of 8questions from all 4 units. ➤ The Question No. nine (Unit- V) will be objective type and compulsory with covering the whole syllabus, it contains 7 objective type questions of one mark each. 			

Unit	Topics	Contact Hours
I	<ul style="list-style-type: none"> Knowledge of the following instruments: Panav, Patah, Mirdang(According to ancient treatise) 	8
II	<ul style="list-style-type: none"> Brief Knowledge of the following percussion instruments : Nakkara, Dhol, Dholak 	8
III	<ul style="list-style-type: none"> Pung, Madal, Damroo and their use in devotional music 	7
IV	<ul style="list-style-type: none"> South Indian Laya Vadya & Their Significance: Morsing, Ghatam, Khanjira 	7
V*	<p>Practical</p> <ul style="list-style-type: none"> Knowledge of 11 Matra Theka. One Kayda with Six Palta and Tihai in 11 Matra. One Rela and two Tukda in Adachartaal. 	60
Suggested Evaluation Methods		
<p>Internal Assessment: 30(15+15*)</p> <p>➤ Theory</p> <ul style="list-style-type: none"> Class Participation: 4 Seminar/ presentation/ assignment/ quiz/ class test etc.: 4 Mid-Term Exam: 7 <p>➤ Practicum:</p> <ul style="list-style-type: none"> Class Participation: 5 Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 Mid-Term Exam: 		<p>End Term Examination: 70(35+35)*</p>
Part C-Learning Resources		
<p>Recommended Books/ e-resources/ LMS:</p> <p>Taal Vadya Shastra- Sri Bhalchandra Rao Marathe Taal Sarvang- Dr. Vidyanath Singh Bharatiya Sangeet Vadya - Pt. Lal Mai Mishra. Taal Vadya Parichay- Dr. Jamuna Prasad Patel Table Kaudgamvikasaur Vadanshailiyam Bhartiya Talon ka Shastriya Vivechan- Dr. Arun Kumar Sen</p>		

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Session: 2025-26			
Part A - Introduction			
Subject	Music Instrumental –Tabla		
Semester	VIII		
Name of the Course	Study of musical acoustics and its implications in music.		
Course Code	B23-PAS-822		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC –H5		
Level of the Course (As per Annexure-I)	400-499		
Pre-requisite for the Course (if any)			
Course Learning Outcomes(CLO):	After completing this Course , the learner will be able to: 1. Comprehend science of sound. 2. Knowledge of waves. 3. Knowledge of Distortion & Noise. 4. Understand The Auditory System. <hr/> 5*.Ability to Play traditional Tabla Solo &Accompaniment within the specified rhythmic frameworks.		
Credits: 4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50*) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours	
Part B- Contents of theCourse			
<u>Instructions for Paper- Setter</u>			
<ul style="list-style-type: none"> ➤ There shall be Nine Questions in all. ➤ The Question paper will be divided into five units. ➤ Paper Setter has to set 2 questions from each unitof syllabus given below, a total of 8questions from all 4 units. ➤ The Question No. nine (Unit- V) will be objective type and compulsory with covering the whole syllabus, it contains 7 objective type questions of one mark each. 			

Unit	Topics	Contact Hours
I	<ul style="list-style-type: none"> • Sound, Music, and Science : TheSource,Transmission,Receiver • Vibration: Definition, Mathematical representation, Audible frequencies 	8
II	<ul style="list-style-type: none"> • Properties of sound waves: frequency, amplitude, wavelength. • The relationship between pitch, frequency, and musical notes. 	8
III	<ul style="list-style-type: none"> • Distortion & Noise: Distortion and Noise1 Noise, Distortion,Distortion Not, Linear Distortion, Nonlinear Distortion 	7
IV	<ul style="list-style-type: none"> • The Auditory System : Auditory Anatomy ,The Outer Ear ,The Middle Ear , The Inner Ear,The Semicircular Canals 	7
V*	<p>Practical</p> <ul style="list-style-type: none"> • Peshkar with 4 variation of 11 Matra. • One Bant with FourPalta and Tihai in 11 Matra. • One SadharanChakradarandFarmaishi in11 Matra. 	60
Suggested Evaluation Methods		
<p>Internal Assessment: 30(15+15*)</p> <p>➤ Theory</p> <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/ presentation/ assignment/ quiz/ class test etc.:4 • Mid-Term Exam: 7 <p>➤ Practicum:</p> <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 • Mid-Term Exam: 		<p>End Term Examination: 70(35+35)*</p>
Part C-Learning Resources		
<p>Recommended Books/ e-resources/ LMS:</p> <p>DhwaniAurSangeet : <u>Lalit Kishore Singh</u></p> <p>Principals of Musical Acoustics : William M. Hartmann</p> <p>DhvaniVigyanauruskeAnuprayog by Ram Narayan Mishra</p> <p>DhvaniVigyankaVikasevamPrayog by Ashok Kumar Pandey</p> <p>DhvaniVigyanevamSangeetShastra by SrimatiSaroj Devi</p> <p>DhvaniShastrakiBhoomika by AcharyaRamdattShukla</p> <p>Dhvani Kala aurSangeetShastra by Ramesh Chandra Shukla</p>		

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Session: 2025-26			
Part A - Introduction			
Subject	Music Instrumental –Tabla		
Semester	VIII		
Name of the Course	Various non-percussion instruments		
Course Code	B23-PAS-823		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC –H6		
Level of the Course (As per Annexure-I)	400-499		
Pre-requisite for the Course (if any)			
Course Learning Outcomes(CLO):	<p>After completing this Course , the learner will be able to:</p> <ol style="list-style-type: none"> 1.KnowNon-Percussion Instruments. 2. Knowledge of String instruments. 3. Knowledge of Wind Instrument. 4. Knowledge of Electric instruments. <hr/> <p>5*.Ability to Play traditional Tabla Solo &Accompaniment within the specified rhythmic frameworks.</p>		
Credits: 4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50*) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours	
Part B- Contents of theCourse			
<u>Instructions for Paper- Setter</u>			
<ul style="list-style-type: none"> ➤ There shall be Nine Questions in all. ➤ The Question paper will be divided into five units. ➤ Paper Setter has to set 2 questions from each unitof syllabus given below, a total of 8questions from all 4 units. ➤ The Question No. nine (Unit- V) will be objective type and compulsory with covering 			

the whole syllabus, it contains 7 objective type questions of one mark each.		
Unit	Topics	Contact Hours
I	Introduction to Non-Percussion Instruments: <ul style="list-style-type: none"> Defining non-percussion instruments and their classification (string, wind, Idiophones, etc.) Historical overview of instrument development The role of non-percussion instruments in music ensembles 	8
II	String Instruments <ul style="list-style-type: none"> Exploring the string instrument Anatomy of a string instrument: Parts and functions (Gitar, Tanpura) 	8
III	Wind Instruments <ul style="list-style-type: none"> The history and development of the wind instrument Understanding the different types of wind instrument 	7
IV	Electronic Instruments: <ul style="list-style-type: none"> Introduction to synthesizers and their impact on modern music The role of electronic instruments in various genres (film music, folk Music, classical Music) 	7
V*	Practical <ul style="list-style-type: none"> Knowledge of DhamarTaalTheka. Two simple ParanInDhamarTaal. One ChakkardarParan in DhamarTaal. One FramaishiChakkardar. 	60
Suggested Evaluation Methods		
Internal Assessment: 30(15+15*) <ul style="list-style-type: none"> > Theory <ul style="list-style-type: none"> Class Participation: 4 Seminar/ presentation/ assignment/ quiz/ class test etc.: 4 Mid-Term Exam: 7 > Practicum: <ul style="list-style-type: none"> Class Participation: 5 Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 Mid-Term Exam: 		End Term Examination: 70(35+35)*
Part C-Learning Resources		
Recommended Books/ e-resources/ LMS: BharatiyaSangeetVadya by Pt. Lalmani Mishra History of Indian Music and Its Instruments by Ethel Rosenthol MUSICAL INSTRUMENTS OF INDIA by S. KRISHNASWAMI		

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Session: 2025-26			
Part A - Introduction			
Subject	Music Instrumental –Tabla		
Semester	VIII		
Name of the Course	Functioning of music production		
Course Code	B23-PAS-824		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	DSE–H2		
Level of the Course (As per Annexure-I)	400-499		
Pre-requisite for the Course (if any)			
Course Learning Outcomes(CLO):	After completing this Course , the learner will be able to: 1. Know Introduction to Music Production. 2. Understand the Studio Environment. 3. Know Editing and Audio Processing. 4. Understand Editing and Audio Processing. <hr/> 5*.Ability to Play traditional Tabla Solo &Accompaniment within the specified rhythmic frameworks.		
Credits: 4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50*) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours	
Part B- Contents of the Course			
<u>Instructions for Paper- Setter</u>			
<ul style="list-style-type: none"> ➤ There shall be Nine Questions in all. ➤ The Question paper will be divided into five units. ➤ Paper Setter has to set 2 questions from each unitof syllabus given below, a total of 8questions from all 4 units. ➤ The Question No. nine (Unit- V) will be objective type and compulsory with covering the whole syllabus, it contains 7 objective type questions of one mark each. 			

Unit	Topics	Contact Hours
I	Introduction to Music Production: <ul style="list-style-type: none"> • Concept of music production and the various roles involved (producer, engineer, songwriter, and musician). • History of Music Production: Tracing the evolution of recording technology 	8
II	Understanding the Studio Environment: <ul style="list-style-type: none"> • Exploring different studio types (home, professional) and essential equipment (DAW, microphones, instruments). • Building a Production Workflow: Establishing a systematic approach to recording, editing, mixing, and mastering. 	8
III	Editing and Audio Processing: <ul style="list-style-type: none"> • Editing Techniques: Mastering audio editing tools (cutting, trimming, fades, and crossfades). • Processing Audio: Utilizing EQ, compression, reverb, and other effects to shape and enhance sound. 	7
IV	MIDI and Virtual Instruments: <ul style="list-style-type: none"> • Demystifying MIDI: Exploring MIDI data, controllers, and virtual instruments (synths, samplers). • Creating Virtual Instrument Part s: Programming drum beats, melodic lines, and chord progressions using MIDI. 	7
V*	Practical <ul style="list-style-type: none"> • Knowledge of kaharwaTaalTheka in Tha, dugun, chaugun. • Two varation and laggiinKaharwaTaal. • Knowlegde of Dadra Taal in Tha, dughn, Chaugunlaya. • Two variation and Laggi in Dadra Tal. 	60
Suggested Evaluation Methods		
Internal Assessment: 30(15+15*) <ul style="list-style-type: none"> ➤ Theory <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/ presentation/ assignment/ quiz/ class test etc.:4 • Mid-Term Exam: 7 ➤ Practicum: <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 • Mid-Term Exam: 		End Term Examination: 70(35+35)*
Part C-Learning Resources		
Recommended Books/ e-resources/ LMS: Modern Recordings Techniques David Miles Huber Sound and Recording An Introduction Francis Rumsey and Tim McCormick PC Recording Studio for Dummies Jeff Strong		

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Session: 2025-26			
Part A - Introduction			
Subject	Music Instrumental –Tabla		
Semester	VIII		
Name of the Course	Tabla Stage Performance		
Course Code	B23-PAS-825		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	PC-H2		
Level of the Course (As per Annexure-I)	400-499		
Pre-requisite for the Course (if any)			
Course Learning Outcomes (CLO):	After completing this Course , the learner will be able to: 1.Knowledge of Theka and peshkar in 13 matra. 2Knowledge kayada in 13 matra. 3. KnowledgeofRela in 13 Matra . 4. Knowledge of Tukra and Chakradars in 13 matra.		
Credits: 4	Theory	Practical	Total
	0	4	4
Contact Hours	0	4	4
Max. Marks: 100 Internal Assessment Marks: 30 End Term Exam Marks:70		Time: 6 Hours	
Part B-Contents of the Course			
Unit	Topics		Contact Hours
I	<ul style="list-style-type: none"> • Theka and Peshkar with five vistar and Tihai in 13 matra. 		23

II	<ul style="list-style-type: none"> • One Kayda with five vistar and Tihai in 13 Matra. 	23
III	<ul style="list-style-type: none"> • One Rela with five prastar and Tihai in 13 Matra. 	22
IV	<ul style="list-style-type: none"> • Two simple Tukra, One Chakradar, one FramayishiChakradar in 13 Matra. 	22
Suggested Evaluation Methods		
Internal Assessment: 30 > Practicum: <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 • Mid-Term Exam: 15 		End Term Examination: 70
Part C-Learning Resources		
Recommended Books/ e-resources/ LMS: TaalParichay- Bhag-1, 2, 3, TaalSarvang- Dr.Vidyanaath Singh TaalPrasoon- Pt. Chhotelal Mishra TihaiyonEvamChakradaronkaGaniteeyVishleshan (Mathematical Analysis of Conditional Compositions)- Dr. HemantSachdeva		

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Session: 2026-27			
Part A–Introduction			
Subject	Music Instrumental –Tabla		
Semester	VIII		
Name of the Course	Projects / Dissertations		
Course Code	B23-PAS-826		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	Projects / Dissertations		
Level of the Course (As per Annexure-I	500-599		
Pre-requisite for the Course (if any)	NA		
Course Learning Outcomes(CLO):	After completing this Course , the learner will be able to: 1. Enhance his/ her Knowledge about writing skill, analytical approach, and developing own vision to explain comprehensively.		
Credits: 12 (8+4)	Dissertation	Viva -voce	Total
	8	4	12
Contact Hours	-	-	-
Max. Marks: 300(200 Dissertation+100 Viva voce)		Time: 6 Hours	
Part B- Contents of the Course			
Unit	Topics		Contact Hours

I	<p>Student has to submit a project report / dissertation (60 to 80 Pages) in a print form before practical exam.</p> <p>Areas for project :</p> <ol style="list-style-type: none"> 1. Classical 2. Semi Classical Music 3. Folk and Light Music 4. Western Music 5. Devotional Music / Sufi Music/ Shrimad Bhagwad Geeta Shlokas 6. Coverage of musical competition, concerts / event or associated areas with written report and video C.D.(if required) 	
Suggested Evaluation Methods		
	End Term Examination: 300(200+100)	
Part C-Learning Resources		
<p>Recommended Books/ e-resources/ LMS: Student can consult with Nobel laureates, and he / she can take assistance of related literature, books, epics, E- resources.</p>		

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Session: 2026-27			
Part A - Introduction			
Subject	Music Instrumental –Tabla		
Semester	IX		
Name of the Course	Musicology and essay compositions		
Course Code	B23-PAS-921		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC –PG1		
Level of the Course (As per Annexure-I)	500-599		
Pre-requisite for the Course (if any)			
Course Learning Outcomes(CLO):	<p>After completing this Course , the learner will be able to:</p> <ol style="list-style-type: none"> 1.Understandof Musicology 2. Know Cultural Context of Music. 3. Know Impact of Technology on Music. 4.Develop proficiency in music criticism and essay writing. <hr/> <p>5*.Ability to Play traditional Tabla Solo &Accompaniment within the specified rhythmic frameworks.</p>		
Credits: 4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50*) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours	
Part B- Contents of the Course			
<u>Instructions for Paper- Setter</u>			
<ul style="list-style-type: none"> ➤ There shall be Nine Questions in all. ➤ The Question paper will be divided into five units. ➤ Paper Setter has to set 2 questions from each unitof syllabus given below, a total of 8questions from all 4 units. ➤ The Question No. nine (Unit- V) will be objective type and compulsory with covering the whole syllabus, it contains 7 objective type questions of one mark each. 			

Unit	Topics	Contact Hours
I	<ul style="list-style-type: none"> Overview of Musicology: Definition, Scope, and Objectives. Understanding the Relationship between Music and Culture. 	8
II	<ul style="list-style-type: none"> Music and Technology: Impact on Composition, Performance, and Consumption. Music as Cultural Expression: Identity, Ritual, and Tradition. 	8
III	<ul style="list-style-type: none"> Music Criticism: Historical Perspectives and Contemporary Practices. Reception Theory and Audience Response. 	7
IV	<ul style="list-style-type: none"> Understanding Essay Structure: Introduction, Body, Conclusion. Writing for Different Audiences: Scholarly, Popular, and Educational. 	7
V*	Practical <ul style="list-style-type: none"> Knowledge of AdachartaalTheka. Two simple Tukda in Adachartaal. One ChakkardarTukda in Adachartaal. One FramaishiChakkardar in Adachartaal. 	60
Suggested Evaluation Methods		
Internal Assessment: 30(15+15*) <ul style="list-style-type: none"> > Theory <ul style="list-style-type: none"> Class Participation: 4 Seminar/ presentation/ assignment/ quiz/ class test etc.:4 Mid-Term Exam: 7 > Practicum: <ul style="list-style-type: none"> Class Participation: 5 Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 Mid-Term Exam: 		End Term Examination: 70(35+35)*
Part C-Learning Resources		
Recommended Books/ e-resources/ LMS: Sangit Ki AnusandhanPrakriya:Manormasharma BhartiyaSangeetEvamManovigyan: Dr.VasudhaKulkarni Music and Psychology:Dr.KiranTiwari NibandhMahasagar: Dr.Pramod Kumar Agrawal		

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Session: 2026-27			
Part A - Introduction			
Subject	Music Instrumental –Tabla		
Semester	IX		
Name of the Course	Aesthetical components of rhythm.		
Course Code	B23-PAS-922		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC –PG2		
Level of the Course (As per Annexure-I)	500-599		
Pre-requisite for the Course (if any)			
Course Learning Outcomes(CLO):	<p>After completing this Course , the learner will be able to:</p> <ol style="list-style-type: none"> 1.Understand music and its connection to rasa (emotional essence) 2. Know the use of Vistara and rhythmic manipulation. 3. Know significance of silence and pauses within the rhythmic framework. 4. Traditional and contemporary approaches to laya and taal. <hr style="width: 50%; margin-left: auto; margin-right: auto;"/> <p style="text-align: center;">5*.Ability to Play traditional Tabla Solo &Accompaniment within the specified rhythmic frameworks.</p>		
Credits: 4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50*) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours	
Part B- Contents of theCourse			
<u>Instructions for Paper- Setter</u>			
<ul style="list-style-type: none"> ➤ There shall be Nine Questions in all. ➤ The Question paper will be divided into five units. ➤ Paper Setter has to set 2 questions from each unitof syllabus given below, a total of 8questions from all 4 units. ➤ The Question No. nine (Unit- V) will be objective type and compulsory with covering the 			

whole syllabus, it contains 7 objective type questions of one mark each.		
Unit	Topics	Contact Hours
I	<ul style="list-style-type: none"> Overview of Musicology: Definition, Scope, and Objectives. Understanding the Relationship between Music and Culture. 	8
II	<ul style="list-style-type: none"> The relationship between Laya and Rasa (emotional essence) in Indian music. Exploring different tempos (vilambit - slow, madhya - medium, drut - fast) and their emotional connection. 	8
III	<ul style="list-style-type: none"> The use of Vistar for creating dramatic effect and emotional intensity. Analyzing how musicians manipulate tempo for improvisation and storytelling. 	7
IV	<ul style="list-style-type: none"> The aesthetics of silence and pauses within the rhythmic framework. Contemporary explorations of laya and taal in Indian music. 	7
V*	Practical <ul style="list-style-type: none"> Knowledge of Peshkar in Jhaptaal. One Kayda in Tisrajati in Jhaptaal. One ChakkardarTukda in Jhaptaal. Ability to accompany with Khyal inJhoomraTaal. 	60
Suggested Evaluation Methods		
Internal Assessment: 30(15+15*) <ul style="list-style-type: none"> > Theory <ul style="list-style-type: none"> Class Participation: 4 Seminar/ presentation/ assignment/ quiz/ class test etc.:4 Mid-Term Exam: 7 > Practicum: <ul style="list-style-type: none"> Class Participation: 5 Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 Mid-Term Exam: 		End Term Examination: 70(35+35)*
Part C-Learning Resources		
Recommended Books/ e-resources/ LMS: Aesthetics of Tabla" :PanditSudhirMainkar Tabla Vadan: Kala aur Shastra: PanditSudhirMainkar ART OF TABLA-RHYTHM ESSENTIAL, TRADITION, AND CREATIVITY : SUDHIR KUMAR SAXENA		

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Session: 2026-27			
Part A - Introduction			
Subject	Music Instrumental –Tabla		
Semester	IX		
Name of the Course	Principals of accompaniment		
Course Code	B23-PAS-923		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC –PG3		
Level of the Course (As per Annexure-I)	500-599		
Pre-requisite for the Course (if any)			
Course Learning Outcomes(CLO):	<p>After completing this Course , the learner will be able to:</p> <ol style="list-style-type: none"> 1.Develop ensemble skills. 2. Follow and enhance the underlying Taal in various musical styles. 3. Explore Theka variations. 4. Cultivate responsive musicianship. <hr style="width: 20%; margin-left: 0;"/> <p>5*.Ability to Play TablaAccompaniment within the specified rhythmic frameworks.</p>		
Credits:4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50*) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours	
Part B- Contents of theCourse			
<u>Instructions for Paper- Setter</u>			
<ul style="list-style-type: none"> ➤ There shall be Nine Questions in all. ➤ The Question paper will be divided into five units. ➤ Paper Setter has to set 2 questions from each unit of syllabus given below, a total of 8questions from all 4 units. 			

- The Question No. nine (Unit- V) will be objective type and compulsory with covering the whole syllabus, it contains 7 objective type questions of one mark each.

Unit	Topics	Contact Hours
I	<ul style="list-style-type: none"> • Role of the Tabla player in an ensemble. • Understanding rhythmic accompaniment 	8
II	<ul style="list-style-type: none"> • Exploring different ways to embellish the basic theka. • Importance of listening and responding to the melody. 	8
III	<ul style="list-style-type: none"> • Accompaniment for genres like Bhajan and Qawwali • Tabla accompaniment in light classical music: 	7
IV	<ul style="list-style-type: none"> • Importance of maintaining rhythmic stability during Layakari. • Creating a dialogue between the Tabla and the melody 	7
V*	<p>Practical</p> <ul style="list-style-type: none"> • Knowledge of JhoomraTaalTheka. • Ability to accompany with Khyal in JhoomraTaal. • Two Mukhra in JhoomraTaal. • Ability to accompany with Kathak Dance in TeenTaal. 	60

Suggested Evaluation Methods

<p>Internal Assessment: 30(15+15*)</p> <p>➤ Theory</p> <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/ presentation/ assignment/ quiz/ class test etc.:4 • Mid-Term Exam: 7 <p>➤ Practicum:</p> <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 • Mid-Term Exam: 	<p>End Term Examination: 70(35+35)*</p>
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Part C-Learning Resources

Recommended Books/ e-resources/ LMS:

TablaSangat and Artists:Dr. BhimsenSaral

KathakNrityakeSathTablaSangati: NageswarLalKarna

TABLA : EK SAMAGRA VADYA: SwatantraVadanEvamSangati:

SEEMA CHAUDHARY DR.

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Session: 2026-27			
Part A - Introduction			
Subject	Music Instrumental –Tabla		
Semester	IX		
Name of the Course	Multidisciplinary Aspects of Indian Music		
Course Code	B23-PAS-924		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	DSE–PG1		
Level of the Course (As per Annexure-I)	500-599		
Pre-requisite for the Course (if any)			
Course Learning Outcomes(CLO):	<p>After completing this Course , the learner will be able to:</p> <ol style="list-style-type: none"> 1.Develop ensemble skills 2. Follow and enhance the underlying Taal in various musical styles. 3. Explore Theka variations. 4. Cultivate responsive musicianship. <hr style="width: 20%; margin-left: 0;"/> <p>5*.Ability to Play TablaAccompaniment within the specified rhythmic frameworks.</p>		
Credits:4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50*) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours	
Part B- Contents of the Course			
<u>Instructions for Paper- Setter</u>			
<ul style="list-style-type: none"> ➤ There shall be Nine Questions in all. ➤ The Question paper will be divided into five units. ➤ Paper Setter has to set 2 questions from each unitof syllabus given below, a total of 8questions from all 4 units. 			

<p>➤ The Question No. nine (Unit- V) will be objective type and compulsory with covering the whole syllabus, it contains 7 objective type questions of one mark each.</p>		
Unit	Topics	Contact Hours
I	<ul style="list-style-type: none"> Influence of different cultures (Indo-Aryan, Dravidian, Islamic), and the role of colonialism. The social and cultural significance of music in Indian society: Music in festivals, rituals, weddings, and everyday life. 	8
II	<ul style="list-style-type: none"> The role of music in Hinduism, Buddhism, Jainism, Sikhism, and Islam in India. Bhajans, kirtans, and qawwalis: Devotional music in different religious traditions. 	8
III	<ul style="list-style-type: none"> The relationship between music and dance in Indian classical traditions (Bharatanatyam, Odissi, Kathakali) The role of music in Indian theater (Sanskrit drama, folk theater). 	7
IV	<ul style="list-style-type: none"> The connection between music and visual arts (murals, sculptures). Contemporary expressions of Indian music: Fusion genres, Bollywood music, and the impact of globalization. 	7
V*	<p>Practical</p> <ul style="list-style-type: none"> Knowledge of KeharwaTaalTheka. Ability to accompany with Khyal in TilwadaTaal. Two Tihai in TilwadaTaal. Ability to accompany with Thumri in DeepchandiTaal. 	60
<p>Suggested Evaluation Methods</p>		
<p>Internal Assessment: 30(15+15*)</p> <p>➤ Theory</p> <ul style="list-style-type: none"> Class Participation: 4 Seminar/ presentation/ assignment/ quiz/ class test etc.:4 Mid-Term Exam: 7 <p>➤ Practicum:</p> <ul style="list-style-type: none"> Class Participation: 5 Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 Mid-Term Exam: 		<p>End Term Examination: 70(35+35)*</p>
<p>Part C-Learning Resources</p>		
<p>Recommended Books/ e-resources/ LMS: TablaSangat and Artists:Dr. BhimsenSaral KathakNrityakeSathTablaSangati: NageswarLalKarna TABLA : EK SAMAGRA VADYA: SwatantraVadanEvamSangati: SEEMA CHAUDHARY DR.</p>		

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Session: 2026-27			
Part A - Introduction			
Subject	Music Instrumental –Tabla		
Semester	IX		
Name of the Course	Tabla Stage Performance		
Course Code	B23-PAS-925		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	PC-PG1		
Level of the Course (As per Annexure-I)	500-599		
Pre-requisite for the Course (if any)			
Course Learning Outcomes(CLO):	After completing this Course , the learner will be able to: 1.Knowledge of Theka and peshkar in 15matra. 2 Knowledge kayada in different Jati of 15matra. 3. Knowledge of Relaand Bantin 15Matra . 4. Knowledge of Tukra and Chakradars in 15matra.		
Credits: 4	Theory	Practical	Total
	0	4	4
Contact Hours	0	4	4
Max. Marks: 100 Internal Assessment Marks: 30 End Term Exam Marks:70		Time: 6 Hours	
Part B- Contents of the Course			
Unit	Topics	Contact Hours	
I	• Peshkar with five Prastar and Tihai in PanchamsawariTaal.	23	
II	• One Adilayakayada and one ChatsraJatiKayada with five Palta each in PanchamsawariTaal	23	
III	• One Rela, one Bant with five paltain with five Palta each in PanchamsawariTaal.	22	

IV	<ul style="list-style-type: none"> • One Simple, One Farmaishi and One KamliChakradar in PanchamsawariTaal. 	22
Suggested Evaluation Methods		
Internal Assessment: 30 > Practicum: <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 • Mid-Term Exam: 15 		End Term Examination: 70
Part C-Learning Resources		
Recommended Books/ e-resources/ LMS: TaalParichay- Bhag-1, 2, 3, TaalSarvang- Dr. Vidyanaath Singh TaalPrasoon- Pt. Chhotelal Mishra TihaiyonEvamChakradaronkaGaniteeyVishleshan (Mathematical Analysis of Conditional Compositions)- Dr. HemantSachdeva		

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Session: 2026-27			
Part A - Introduction			
Subject	Music (Common in Vocal, Sitar , Tabla and Kathak)		
Semester	X		
Name of the Course	Research Methodology		
Course Code	B23-PAS-1001		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC-PG4		
Level of the Course (As per Annexure-I)	500- 599		
Pre-requisite for the Course (if any)	NA		
Course Learning Outcomes(CLO):	<p>After completing this Course , the learner will be able to:</p> <ol style="list-style-type: none"> 1.Enhance his/ her Knowledge about Research 2. Enhance his/ her Knowledge about methods of data collections 3. Enhance his/ her Knowledge about data analysis and research 4. Enhance his/ her Knowledge about research ethics and scientific writing <hr/> <p>5*</p> <ol style="list-style-type: none"> 1. Perform the specific composition in given ragas. 2. Comparatively demonstrate the various ragas and Taalas. 3. Demonstrate the given Taalas on hands. 		
Credits: 4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6

Max. Marks: 100 (50+50) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)	Time: 3 Hours Theory and 6 Hours for Practical
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Part B-Contents of the Course

Instructions for Paper- Setter

1. There shall be Nine Questions in all.
2. The Question paper will be divided into five units.
3. Paper Setter has to set 2 questions from each unit of syllabus given below, a total of 8 questions from all 4 units.
4. The Question no. nine (Unit- V) will be compulsory and covers the whole syllabus, it contains 7 objective type questions of one mark each.
5. All questions Carry equal marks.

Unit	Topics	Contact Hours
I	Unit 1: Introduction to Research Methodology <ul style="list-style-type: none"> • The Nature of Research: Defining research, types of research (basic vs. applied, quantitative vs. qualitative), and the research process. • Formulating a Research Question: Identifying researchable topics, developing clear and focused research questions, and hypotheses (if applicable). • Literature Review: Importance of literature review, searching for relevant sources, critical evaluation of existing research. • 	8
II	Unit 2: Research Design and Methods <ul style="list-style-type: none"> • Research Designs: Exploring different research designs (experimental, quasi-experimental, survey, case study, etc.) based on research objectives. • Sampling Techniques: Understanding sampling methods (probability vs. non-probability), sample size determination, and sampling bias. • Data Collection Methods: Exploring various data collection methods (surveys, interviews, observations, document analysis) and choosing appropriate methods for specific research questions. 	8
III	Unit 3: Data Analysis and Interpretation Quantitative Data Analysis: Descriptive statistics (measures of central tendency and dispersion), basic statistical tests	7

	<p>(hypothesis testing, correlation, etc.), and data analysis software.</p> <p>Qualitative Data Analysis: Techniques for analyzing qualitative data (coding, thematic analysis, narrative analysis) and using qualitative analysis software (optional).</p> <p>Data Interpretation: Drawing meaningful conclusions from analyzed data, identifying limitations, and discussing the implications of research findings.</p>	
IV	<p>Unit 4: Research Ethics and Scientific Writing</p> <p>Research Ethics: Understanding ethical principles like informed consent, anonymity, confidentiality, and responsible conduct of research.</p> <p>Scientific Writing: Structure of a research paper (introduction, literature review, methodology, results, discussion, conclusion, references), academic writing style, and citation styles (APA, MLA, etc.).</p> <p>Research Communication: Effective presentation of research findings (oral presentations, posters, research reports).</p>	7
V*	<p>1. Students have to prepare a Synopsis on any topic given by class teacher.</p> <p>2. Review of a Book</p>	60
Suggested Evaluation Methods		
<p>Internal Assessment: 30 (15+15*)</p> <p>➤ Theory 15</p> <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/ presentation/ assignment/ quiz/ class test etc.:4 • Mid-Term Exam: 7 <p>➤ Practicum: 15</p> <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 • Mid-Term Exam: 		<p>End Term Examination: 70 (35+35*)</p>

Part C-Learning Resources

Recommended Books/ e-resources/ LMS:

1. Sangeetanjali – Part (1-6) Pt. Omkar nath thakur
2. Kramik Pustak Mallika- Part (1-6) V. N. Bhatkhande
3. Raag Vigyan - Part (1-6) Pt. V. R. Patvardhan
4. Raag Parichay Part (1-4) - Harishchand Shrivastav
5. Abhinav Gitanjali (1-5) Pt. Ramashraye Jhaa
6. Pranav Bharti – Pt. Omkar Nath Thakur
7. Bhatkhande Sangeet Shastra- (1-4) V. N. Bhatkhande
8. Sangeet Bodh – Shreedhar Sharad Chandra Pranjpayee
9. Bhartiya Sangeet ka Itihas- Shreedhar Sharad Chandra Pranjpe
10. Bhartiya Sangeet ka Itihas- Thakur Jaidev Singh
11. Bhartiya Sangeet Vaiggyanik Vishleshan- Dr. Swatantra Sharma
12. Hamare Sangeet Ratna- Laxmi Narayan Garg
13. Bhartiya sangeet Vadhya – Pt. Lal Mani Mishra
14. Samgaan – Prof. Pankej Mala Sharma
15. Bhartiya Sangeet ke Tantri Vadya – Dr. Prakash Mahadik

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Session: 2026-27			
Part A - Introduction			
Subject	Music Instrumental –Tabla		
Semester	X		
Name of the Course	Ancient and Medieval History of Hindustani Percussion Instruments		
Course Code	B23-PAS-1022		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	CC –PG5		
Level of the Course (As per Annexure-I)	500-599		
Pre-requisite for the Course (if any)			
Course Learning Outcomes(CLO):	<p>After completing this Course , the learner will be able to:</p> <ol style="list-style-type: none"> 1. Know about significance and relationship between music and Culture. 2. Evaluate archaeological and historical evidence and influence of social, and religion on percussion instruments. 3. Impact on percussion instrument of Mughal era. 4. Know about influence of modernization and globalization on Hindustani percussion instruments. Cultural, social, and religious contexts. <hr/> <p>5*.Ability to Play traditional Tabla Solo &Accompaniment within the specified rhythmic frameworks.</p>		
Credits:4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 (50+50*) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours	
Part B- Contents of the Course			
<u>Instructions for Paper- Setter</u>			
<ul style="list-style-type: none"> ➤ There shall be Nine Questions in all. ➤ The Question paper will be divided into five units. 			

<ul style="list-style-type: none"> ➤ Paper Setter has to set 2 questions from each unit of syllabus given below, a total of 8 questions from all 4 units. ➤ The Question No. nine (Unit- V) will be objective type and compulsory with covering the whole syllabus, it contains 7 objective type questions of one mark each. 		
Unit	Topics	Contact Hours
I	<ul style="list-style-type: none"> • Significance and cultural context of Hindustani percussion instruments from ancient to medieval times. • Understanding the Relationship between Music and Culture. 	8
II	<ul style="list-style-type: none"> • Examination of archaeological and historical evidence of ancient percussion instruments in the Indian subcontinent • Historical, social, and religious influences on the development of Hindustani percussion instruments. 	8
III	<ul style="list-style-type: none"> • Exploration of the impact of Islamic and Persian influences on Hindustani music and percussion. • Examination of the Tabla's roots in ancient Indian percussion and its evolution during the medieval period. 	7
IV	<ul style="list-style-type: none"> • Discussion on the influence of modernization and globalization on Hindustani percussion instruments. • Study of the cultural, social, and religious contexts of Dholak and Dhol in different regions. 	7
V*	<p>Practical</p> <ul style="list-style-type: none"> • Knowledge of 17 Matra Theka. • Onekayada in 17 Matra. <p>B) One Chakkardar Tukda in 17 Matra. C) One Framaishi Chakkardar in 17 Matra.</p>	60
Suggested Evaluation Methods		
<p>Internal Assessment: 30(15+15*)</p> <ul style="list-style-type: none"> ➤ Theory <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/ presentation/ assignment/ quiz/ class test etc.: 4 • Mid-Term Exam: 7 ➤ Practicum: <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/ Demonstration/ Viva-voce/ Lab records etc.: 10 • Mid-Term Exam: 		<p>End Term Examination: 70(35+35)*</p>
Part C-Learning Resources		
<p>Recommended Books/ e-resources/ LMS: Bharayatiya Sangeet Vadya Pt. Lalmani Mishra Bhartiya Sangit Ka Itihas by Umesh Joshi Musalman Aur Bhartiya Sangit by Acharya Brihaspati</p>		

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Session: 2026-27			
Part A– Introduction			
Subject	Music Instrumental –Tabla		
Semester	X		
Name of the Course	Projects / Dissertations		
Course Code	B23-PAS-1026		
Course Type: (CC/ MCC/ MDC/ CC-M/ DSEC/ VOC/ DSE/ PC/ AEC/ VAC)	Projects / Dissertations		
Level of the Course (As per Annexure-I)	500-599		
Pre-requisite for the Course (if any)	NA		
Course Learning Outcomes(CLO):	After completing this Course , the learner will be able to: 1. Enhance his/ her Knowledge about writing skill, analytical approach, and developing own vision to explain comprehensively.		
Credits: 12(8+4)	Dissertation	Viva -voce	Total
	8	4	12
Contact Hours	-	-	-
Max. Marks: 300(200 Dissertation+100 Viva voce)		Time: 6 Hours	
Part B- Contents of the Course			
Unit	Topics	Contact Hours	
I	Student has to submit a project report / dissertation (60 to 80 Pages) in a print form before practical exam. Areas for project : 1.Classical 2. Semi Classical Music 3.Folk and Light Music 4.Western Music 5.Devotional Music / Sufi Music/ Shrimad		

	<p>Bhagwad Geeta Shlokas 6.Coverage of musical competition, concerts / event or associated areas with written report and video C.D.(if required)</p>	
Suggested Evaluation Methods		
		<p>End Term Examination: 300(200+100)</p>
Part C-Learning Resources		
<p>Recommended Books/ e-resources/ LMS: Student can consult with Nobel laureates, and he / she can take assistance of related literature, books, epics, E- resources.</p>		

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Session: 2024-25			
PartA - Introduction			
Subject	Kathak		
Semester	V		
Name of the Course	Aesthetics of Kathak Dance		
Course Code	B23-PAS-503		
CourseType:	CC-C5		
Level of the course (As per Annexure-I)	300-399		
Pre-requisite for the course (ifany)	NA		
CourseLearningOutcomes(CLO):	After completing this course, the learner will be able to: <ol style="list-style-type: none"> 1. Knowledge of basic structure of Kathak Dance 2. Knowledge about the relation of Aesthetics with Dance. 3. Detailed knowledge about different postures 4. Develop aptitude about the laya & citation. Basics of Kathak on Stage. 5 Enhance the Practical knowledge of taal Jhaptaal 		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks:100 (50+50) Internal Assessment Marks:30 (15+15*) End Term Exam Marks:70(35+35*)		Time: 3 Hours	
PartB-Contentsofthe Course			
<u>Instructions for Paper- Setter</u> There shall be Nine Questions;Question number one must be objective type which is compulsory.The Candidate is required to attempt Five questions in all,selecting one question from each unit.All questions carry equal marks.			

Unit	Topics	Contact Hours
I	1.General Introduction of NatyaShastra . 2. General Introduction of Abhinaya Darpan.	08
II	1.Define Abhinaya and its four aspects (Angika, Vachika, Aharya & Satvika) 2. Define Mudra & its Five Asamyukta Hasta Mudras according to Abhinaya Darpan	08
III	1.Define Five Samyukta Hasta Mudras according to Abhinaya Darpan 2.Brief study of Anga, Partyanga & Upanga.	07
IV	1. Ability to write the full description of the following Taals with notation of Thaah, Dugun, Tigun and Chaugun Layakaris:- a)- Dhmaar b)- Jhaptaal 2. Life Skecteches of : a) Pt.Rajendra Gangani b) Sitara Devi	07
V	*Practical Study of Jhaptaal in detail- 1. Tatkar in Thaah, Dugun, and Chaugun Layakaries. 2.Thaat,Amad/Paranamad. 3. Tihai ,Two simple tukras & Paran,Kavitt. 4.Padhant of Thah, Dugun & Chaugun layakaries on hand of the following taals with its introduction - a) Jhaptaal b) Dhamar	60
SuggestedEvaluationMethods		
InternalAssessment:30 (15+15*) > Theory 15 <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/presentation/assignment/quiz/class test etc.: 10 • Mid-Term Exam: > Practicum 15 <ul style="list-style-type: none"> • Class Participation: 05 • Seminar/Demonstration/Viva-voce/Lab records etc.: 10 • Mid-Term Exam: 		End Term Examination: 70 (35+35*)

PartC-Learning Resources

Recommended Books/e-resources/LMS:

1. Kathak Nritya Shiksha Part-1(by- Dr. Puru Dadheech)
2. Kathak Nritya Shiksha Part- 2 (by- Dr. Puru Dadheech)
3. AitihāsikParipekshya me Kathak Nritya (By. Dr. Maya Tak)
4. Kathak SaundrayatmakShashtriya Nritya (By- Shikha Khare)
5. Kathak Nritya (By- Dr. Laxmi Narayan Garg)
6. Kathak Gyaneshwari (By- Pt. Tirath Ram Azad)
7. Kathak Kalapdrum (By- Dr. Chetna JyotishiBeohar)
8. Kathak (Indian Classical Dance series) – (by Shovana Narayan)
9. Abhinaya Darpan (by- Dr. Puru Dadheech)

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Session: 2024-25			
PartA - Introduction			
Subject	Kathak		
Semester	V		
Name of the Course	Components & Techniques of Stage Performance in Kathak Dance		
Course Code	B23-PAS-507		
CourseType:	CC-M5(V)		
Level of the course (As per Annexure-I)	300-399		
Pre-requisite for the course (ifany)	Na		
CourseLearningOutcomes(CLO):	After completing this course, the learner will be able to: <ol style="list-style-type: none"> 1. Knowledge of basic structure of Kathak Dance. 2. Techniques of stage performance in Kathak Dance. 3. Develops the interest towards technical terms of stage performance. 4. Detailed knowledge of Tandav- Lasya and Natan bheda 5. Enhance the Practical knowledge of taal Dhamar 		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks:100 (50+50) Internal Assessment Marks:30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours	
PartB-Contentsofthe Course			
<u>Instructions for Paper- Setter</u> There shall be Nine Questions;Question number one must be objective type which is compulsory.The Candidate is required to attempt Five questions in all,selecting one question from each unit.All questions carry equal marks.			

Unit	Topics	Contact Hours
I	1. Brief Knowledge of the repertoire(Prastutikram) of Kathak Dance. 2. Role of Lord Shiva in Dance.	08
II	1.Impact of Sound & Light on a successful Performance. 2. Importance of Gunghroo in Kathak.	08
III	1.Brief Study of Tandav & Lasya. 2.Detailed study of Natan Bheda.	07
IV	1.Ability to Write the notation of the following in Dhmaar taal :- a)- Tatkar, b)- Thaat, c)- Tihai, d)- Amad, e)- Tukda, f)- Paran, g)- Paran Judi Amad h)- Chakardar Tukda, i)- Parmelu. j)-Kavitta. 2. Ability to write the full description of the following Taals with notation of Thaah, Dugun, Tigun and Chaugun Layakaris:- a)- Dhmaar b)- Ektaal	07
V	*Practical Study of Dhmaar taal in detail- 1. Tatkar in Thaah, Dugun, and Chaugun Layakaries 2. Two Thaat 3. One Amad,Tukda& Tihai 4.One ParanJudi Amad ,Parmelu &chakkardar Tukra 5. One Kavitt 6. One Gat nikas in teen taal.	60
SuggestedEvaluationMethods		
InternalAssessment:30 (15+15*) > Theory 15 <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/presentation/assignment/quiz/class test etc.: 10 • Mid-Term Exam: > Practicum 15 <ul style="list-style-type: none"> • Class Participation: 05 • Seminar/Demonstration/Viva-voce/Lab records etc.: 10 • Mid-Term Exam: 		End Term Examination: 70 (35+35*)

PartC-Learning Resources

Recommended Books/e-resources/LMS:

1. Kathak Nritya Shiksha Part-1(by- Dr. Puru Dadheech)
2. Kathak Nritya Shiksha Part- 2 (by- Dr. Puru Dadheech)
3. AitihāsikParipekshya me Kathak Nritya (By. Dr. Maya Tak)
4. Kathak SaundrayatmakShashtriya Nritya (By- Shikha Khare)
5. Kathak Nritya (By- Dr. Laxmi Narayan Garg)
6. Kathak Gyaneshwari (By- Pt. Tirath Ram Azad)
7. Kathak Kalapdrum (By- Dr. Chetna JyotishiBeohar)
8. Kathak (Indian Classical Dance series) – (by Shovana Narayan)
9. Abhinaya Darpan (by- Dr. Puru Dadheech)

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Session: 2024-25			
PartA - Introduction			
Subject	Kathak		
Semester	VI		
Name of the Course	Comparative Study of Kathak with other Dance forms.		
Course Code	B23-PAS-603		
CourseType:	CC-C6		
Level of the course (As per Annexure-I)	300-399		
Pre-requisite for the course (ifany)	NA		
CourseLearningOutcomes(CLO):	After completing this course, the learner will be able to: 1.Develops the interest about the India Classical Dances. 2. Develops confidence about citation of compositions in different taals. 3.Knowledge of basic Layakari of Taal of Kathak Dance. 4. Knowledge about comparative study of composition 5. Enhance the Practical knowledge of taal Jhaptaal/Dhamaar		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks:100 (50+50) Internal Assessment Marks:30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours	
PartB-Contentsofthe Course			
Instructions for Paper- Setter There shall be Nine Questions;Question number one must be objective type which is compulsory.The Candidate is required to attempt Five questions in all,selecting one question from each unit.All questions carry equal marks.			

Unit	Topics	Contact Hours
I	Unit –I 1. General Introduction & Comparative Study Of Classical Dance & Folk Dance. 2. Brief Knowledge of Folk Dances of Rajasthan.	08
II	1. Comparative Study of Following: Kathak & Bharatnatyam 2. Contribution of Uday Shankar in the field Dance.	08
III	1. Knowledge of notation system of Pt. Bhatkhande & Pt. Vishnu Digamber taal lipi Padhati. 2. Define Rasa & its type.	07
IV	1. Ability to write the full description of the following Taals with notation of Thaah, Dugun, Tigun and Chaugun Layakaris:- a)- Rupak taal b)- Ektaal 2. Comparative Study of the Following. a) Tora and Tukra b) Paran and Paran Judi amad c) Chakkardar and Tihai	07
V	*Practical Study of Jhaptaal/Dhamar in detail- 1. Tatkar in Thaah, Dugun, Tigun and Chaugun Layakaries. 2. Thaah, Amad, Tihai, Tukra, Chakkardar tukra, Paran, Pramelu, Kavitt 3. Abhinay- Bhajan / Stuti / Vandana 4. Padhant of Thah, Dugun & Chaugun layakaries on hand of the following taals with its introduction – a) Dhamar b) Ektaal	60
Suggested Evaluation Methods		
Internal Assessment: 30 (15+15*) > Theory 15 <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/presentation/assignment/quiz/class test etc.: 10 • Mid-Term Exam: > Practicum 15 <ul style="list-style-type: none"> • Class Participation: 05 • Seminar/Demonstration/Viva-voce/Lab records etc.: 10 • Mid-Term Exam: 		End Term Examination: 70 (35+35*)

PartC-Learning Resources

Recommended Books/e-resources/LMS:

1. Kathak Nritya Shiksha Part-1(by- Dr. Puru Dadheech)
2. Kathak Nritya Shiksha Part- 2 (by- Dr. Puru Dadheech)
3. AitihāsikParipekshya me Kathak Nritya (By. Dr. Maya Tak)
4. Kathak SaundrayatmakShashtriya Nritya (By- Shikha Khare)
5. Kathak Nritya (By- Dr. Laxmi Narayan Garg)
6. Kathak Gyaneshwari (By- Pt. Tirath Ram Azad)
7. Kathak Kalapdrum (By- Dr. Chetna JyotishiBeohar)
8. Kathak (Indian Classical Dance series) – (by Shovana Narayan)
9. Abhinaya Darpan (by- Dr. Puru Dadheech)

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Session: 2024-25			
PartA– Introduction			
Subject	Kathak		
Semester	VI		
Name of the Course	Importance of Instruments in Kathak Dance		
Course Code	B23-PAS-607		
CourseType:	CC-M7 (V)		
Level of the course (As per Annexure-I)	300-399		
Pre-requisite for the course (ifany)	Na		
CourseLearningOutcomes(CLO):	After completing this course, the learner will be able to: 1. Knowledge about different instruments play with Kathak Dance. 2. Importance of instruments in Kathak Dance. 3. Knowledge of different Talas of Kathak Dance. 4. Enhance the knowledge of Laya and Layakari 5. Enhance the Practical knowledge of taal Chautaal		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks:100 (50+50) Internal Assessment Marks:30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours	
PartB-Contentsofthe Course			
<u>Instructions for Paper- Setter</u> There shall be Nine Questions;Question number one must be objective type which is compulsory.The Candidate is required to attempt Five questions in all,selecting one question from each unit.All questions carry equal marks.			

Unit	Topics	Contact Hours
I	1.Role of Accompanying Artist in Kathak Dance. 2.Classification of Indian Instruments in brief.	08
II	1.General introduction of ten pranas of taal. 2. Comparative study of Laya and Laykari.	08
III	1.Importance of Tabla in Kathak Dance. 2. Importance of Laya & Taal in Kathak Dance	07
IV	1. Ability to Write the notation of the following in Chau taal :- a)- Tatkar,b)- Thaat, c)- Tihai, d)- Amad, e)- Paran, f)- Paran Judi Amad, g)- Chakardar Paran, h)- Chakardar Tukda i)- Kavitt j)- Parmelu. 2.Ability to write the full description of the following Taals with notation of Thaah, Dugun, Tigun and Chaugun Layakaris:- a)- Sultaal b)- chautaal	07
V	*Practical Study of Chautaal/Ektaal in detail- 1. Tatkar in Thaah, Dugun, and Chaugun Layakaries 2. Two Thaat 3. Amad&Tihai 4.One ParanJudi Amad,Tukda,Permelu 5.One Chakkardar Paran 6. One gat nikas in teen taal	60
SuggestedEvaluationMethods		
InternalAssessment:30 (15+15*) > Theory 15 <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/presentation/assignment/quiz/class test etc.: 10 • Mid-Term Exam: > Practicum 15 <ul style="list-style-type: none"> • Class Participation: 05 • Seminar/Demonstration/Viva-voce/Lab records etc.: 10 • Mid-Term Exam: 		End Term Examination: 70 (35+35*)

PartC-Learning Resources

Recommended Books/e-resources/LMS:

1. Kathak Nritya Shiksha Part-1(by- Dr. Puru Dadheech)
2. Kathak Nritya Shiksha Part- 2 (by- Dr. Puru Dadheech)
3. AitihāsikParipekshya me Kathak Nritya (By. Dr. Maya Tak)
4. Kathak SaundrayatmakShashtriya Nritya (By- Shikha Khare)
5. Kathak Nritya (By- Dr. Laxmi Narayan garg)
6. Kathak Gyaneshwari (By- Pt. Tirath Ram Azad)
7. Kathak Kalapdrum (By- Dr. Chetna JyotishiBeohar)
8. Kathak (Indian Classical Dance series) – (by Shovana Narayan)
9. Abhinaya Darpan (by- Dr. Puru Dadheech)

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Session: 2025-26			
PartA - Introduction			
Subject	Kathak		
Semester	VII		
Name of the Course	Ancient History of Kathak Dance		
Course Code	B23-PAS-731		
CourseType:	CC-H1		
Level of the course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Knowledge of History of Dance. 2. Knowledge of Epics –Ramayana and Mahabharata . 3. Develops aptitude about Layakari of Talas. 4. Knowledge of Recite the compositions of Kathak Dance. 5* Practical knowledge of kathak Dance On Stage.		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks:100 (50+50) Internal Assessment Marks:30 (15+15*) End Term Exam Marks:70(35+35*)		Time: 3 Hours	
PartB-Contentsofthe Course			
<u>Instructions for Paper- Setter</u> There shall be Nine Questions; Question number one must be objective type which is compulsory. The Candidate is required to attempt Five questions in all, selecting one question from each unit. All questions carry equal marks.			

Unit	Topics	Contact Hours
I	1. History of Indian Dance in Stone Age and Vedic Period. 2. Essay on Kathak Dance according to Past, Present & Future	08
II	1. Origin, History and Development of Indian Classical Dance Kathak. 2. Contribution of Nawab Wajid Ali Shah in the field of Kathak Dance.	08
III	1. Definition of Rasa, its kind and importance In Kathak. 2. Elaborate Rasa according to Natyashastra.	07
IV	1. Ability to write the full description of the following Taals with notation of Thaah, Dugun, Tigun and Chaugun Layakaris:- a) Jhaptal b) Rudra Taal 2. Notation of composition in Roopak Taal.	07
V	*Practical Study of Roopak Taal or Teen Taalin detail- 1. Tatkar in Thaah, Dugun, and Chaugun Layakaries. 2. Thaah, Amad, Paranamad, Tukra, Paran, Kavitta, 3. Gat Nikas in Teen taal 4. Abhinaya- Bhajan / Stuti / Vandana 5. Padhant of Thaah, Dugun & Chaugun layakaries on hand of the following taals with its introduction - a) Jhaptal b) Rudra Taal	60
Suggested Evaluation Methods		
Internal Assessment: 15 > Theory 15 <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/presentation/assignment/quiz/class test etc.: 10 • Mid-Term Exam: > Practicum 15 <ul style="list-style-type: none"> • Class Participation: 05 • Seminar/Demonstration/Viva-voce/Lab records etc.: 10 • Mid-Term Exam: 		End Term Examination: 70 (35+35*)
Part C - Learning Resources		
Recommended Books/e-resources/LMS: 1. Aitihasyik Pariprekshya me Kathak Nritya-(by Dr. Maya Tak) 2. Kathak Nritya Shiksha Part-1 (by- Dr. Puru Dadheech) 3. Kathak Nritya Shiksha Part- 2 (by- Dr. Puru Dadheech) 4. Kathak Nritya (By- Dr. Laxmi Narayan garg)		

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Session: 2025-26			
PartA - Introduction			
Subject	Kathak		
Semester	VII		
Name of the Course	Aesthetic Principal of Dance		
CourseCode	B23-PAS-732		
CourseType:	CC-H2		
Level of the course (As per Annexure-I)	400-499		
Pre-requisite for the course (if any)	NA		
CourseLearningOutcomes(CLO):	After completing this course, the learner will be able to: <ol style="list-style-type: none"> 1. Knowledge of Aesthetics. 2. Knowledge of Aesthetics according to Indian Western Concepts. 3. Knowledge of Aesthetic in Kathak Dance. 4. Knowledge of Layakaris– Thah, Dugun and Chaugun and Notation of composition. <hr/> 5*.Ability to perform complete kathak dance solo performance for 15-20 minutes.		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks:100 (50+50) Internal Assessment Marks:30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours	
PartB-Contentsofthe Course			
<u>Instructions for Paper- Setter</u> There shall be Nine Questions;Question number one must be objective type which is compulsory.The Candidate is required to attempt Five questions in all,selecting one question from each unit.All questions carry equal marks.			

Unit	Topics	Contact Hours
I	1)Principal of Aesthetic 2)Aesthetics in Dance	08
II	1)Indian and Western Concepts of Aesthetics. 2)Principal of Aesthetic and its relation with kathak.	08
III	1)Explain the following terms- i) Natyadharmi ii) Lokdharmi 2) Detail Study of Drishti Bheda.	07
IV	1)Ability to Write the Layakari of the following Taal- i) Dhamar Taal ii)Roopak Taal 2) Notation Of composition in Roopak Taal or Teentaal.	07
V	*Practical Study of Roopak Taal Or Teen Taal in detail- 1. Tatkar in Thaah, Dugun, and Chaugun Layakaries Ladi/Palta 2. Two Thaat &Tihai 3. Tisra jati paran 4.Angat/Ateet Tukda 5. Kavitta 6.Special bandish of Lucknow /Jaipur Gharana. 7.Example of Jati and Yati. 8. One Gat Nikas in teen taal. 9.Bhajan/Stuti/Vandana	60
SuggestedEvaluationMethods		
InternalAssessment:30 (15+15*) > Theory 15 <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/presentation/assignment/quiz/class test etc.: 10 • Mid-Term Exam: > Practicum 15 <ul style="list-style-type: none"> • Class Participation: 05 • Seminar/Demonstration/Viva-voce/Lab records etc.: 10 • Mid-Term Exam: 		End Term Examination: 70 (35+35*)
PartC-Learning Resources		
Recommended Books/e-resource 1. Kathak SaundrayatmakShashtriya Nritya (By- Shikha Khare) 2. Kathak Nritya (By- Dr. Laxmi Narayan garg) 3. Kathak Gyaneshwari (By- Pt. Tirath Ram Azad) 4. Kathak Kalapdrum (By- Dr. Chetna JyotishiBeohar)		

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Session: 2025-26			
PartA– Introduction			
Subject	Kathak		
Semester	VII		
Name of the Course	Study of Folk Dances of India and treatise		
Course Code	B23-PAS-733		
CourseType:	CC-H3		
Level of the course (As per Annexure-I)	400-499		
Pre-requisite for the course (ifany)	NA		
CourseLearningOutcomes(CLO):	After completing this course, the learner will be able to: <ol style="list-style-type: none"> 1. Knowledge of Folk Music and Folk Dance. 2. Knowledge of Folk Dances of Haryana and Punjab . 3. Knowledge of Folk Drama of Different Place . 4. Knowledge of Layakari- Aad and Kuad and ability to write of Composition in different taal. <hr/> 5*Enhance the Knowledge that how to Perform Kathak on Stage.		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks:100(50+50*) Internal Assessment Marks:30(15 +15*) End Term Exam Marks:70(35+35*)		Time: 3 Hours	
PartB-Contentsofthe Course			
<u>Instructions for Paper- Setter</u> There shall be Nine Questions;Question number one must be objective type which is compulsory.The Candidate is required to attempt Five questions in all,selecting one question from each unit.All questions carry equal marks.			

Unit	Topics	Contact Hours
I	1)Detail and Comparative study of Classical and Folk Dances . 2)Detail Study of Folk Music.	08
II	1) Brief Study of folk dance of Himachal Pradesh. 2)Brief Study of folk dance of Gujrat.	08
III	1)Traditional Folk Drama a)Bidesiya b)Jatra c)Yakshagana d)Bhagavat Mela 2) Traditional Folk Drama a)Tamasha b)Nautanki c)Bhavai d)Pandwani	07
IV	1)- Ability to write the full description of the following Taals with notation of Aad (3/2) and Kuaad (5/4) Layakar:- Taal-Teen Taal 2) Ability to write Notation of Composition in prescribe Taal Dhamar or Teen Taal.	07
V	*Practical Study of Dhamar Taal or Teen Taal in detail- 1. Tatkar in Thaah, Dugun, and Chaugun Layakaries. 2. Thaah , Amad,Paranamad,Tukra, Paran , Kavitta, 3. Gat Nikas in Teen Taal. 4.Abhinaya- Bhajan / Stuti / Vandana 5. Padhant of Thah, Dugun & Chaugun layakaries on hand of the following taals with its introduction - a) Ek Taal b) Dhamar Taal	60
SuggestedEvaluationMethods		
InternalAssessment:15 > Theory 15 <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/presentation/assignment/quiz/class test etc.: 10 • Mid-Term Exam: > Practicum 15 <ul style="list-style-type: none"> • Class Participation: 05 • Seminar/Demonstration/Viva-voce/Lab records etc.: 10 • Mid-Term Exam: 		End Term Examination: 70 (35+35*)
PartC-Learning Resources		
Recommended Books/e-resources/LMS: 1. Kathak Nritya Shiksha Part-1(by- Dr. Puru Dadheech) 2. Kathak Nritya Shiksha Part- 2 (by- Dr. Puru Dadheech) 3.Bharat ke Lok Nritya- (by-Shri Laxmi Narayan Garg)		

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Session: 2025-26			
PartA - Introduction			
Subject	Kathak		
Semester	VII		
Name of the Course	General Introduction to the Classical Dances of India		
Course Code	B23-PAS-734		
CourseType:	DSC-H1		
Level of the course (As per Annexure-I)	400-499		
Pre-requisite for the course (ifany)	NA		
CourseLearningOutcomes(CLO):	After completing this course, the learner will be able to: <ol style="list-style-type: none"> 1. Knowledge of basic structure of Kathak Dance. 2. Knowledge of basic syllables of Kathak Dance. 3. Knowledge of basic Talas of Kathak Dance. 4. Knowledge of basic Layakari of Taal of Kathak Dance. 5*.Enhance ability to perform Kathak on Stage in students. 		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks:100 (50+50*) Internal Assessment Marks:30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours	

PartB-Contentsofthe Course		
<u>Instructions for Paper- Setter</u>		
There shall be Nine Questions;Question number one must be objective type which is compulsory.The Candidate is required to attempt Five questions in all,selecting one question from each unit.All questions carry equal marks.		
Unit	Topics	Conta ct Hours
I	1)Brief and Comparative Study –Manipuri and Sattriya . 2)Brief and Comparative Study –Kuchipudi and Kathakali.	08
II	1)Detailed Study with costume, Make-up and Kutap - a) Mohiniattam. b) Manipuri 2)Detailed Study with Costume ,Make-up and Kutap- a) Oddisi b) Sattriya.	08
III	1)Contribution of Kathak Exponent – Mohan Rao Kalayan purkar Ji , Dr.Maya Rao 2)Life Sketches of Pandit Shambhu Maharaj or Astad Debu Ji.	07
IV	1)Ability to Write the notation Thah, Dugun and chaugun of the following Taal- i) Shikhar Taal ii) Chautaal 2)Ability to notation of composition in prescribe taal-Dhamar taal or Teen taal.	07
V	*Practical Study of Dhamar or Teentaal in detail- 1. Tatkar in Thaah, Dugun,Tigun and Chaugun Layakaries with Palta/Ladi 2. Two Thaat &Tihai 3.Paran judi Amad 4. Paran (Tisra Jati) 5.Anagat /Ateet Tukda (Teen taal) 6. Kavitta 7.Special Bandish of Lucknow/Jaipur	60

	<p>Gharana</p> <p>8.Example of Jati/Yati in Teen taal.</p> <p>9.One Gat Nikas in teen taal.</p> <p>10.Bhajan/Stuti/Vandana</p>	
SuggestedEvaluationMethods		
<p>InternalAssessment:30 (15+15*)</p> <p>➤ Theory 15</p> <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/presentation/assignment/quiz/class test etc.: 10 • Mid-Term Exam: <p>➤ Practicum 15</p> <ul style="list-style-type: none"> • Class Participation: 05 • Seminar/Demonstration/Viva-voce/Lab records etc.: 10 • Mid-Term Exam: 	<p>End Term Examination:</p> <p>70 (35+35*)</p>	
PartC-Learning Resources		
<p>Recommended Books/e-resources/LMS:</p> <ol style="list-style-type: none"> 1. Kathak (Indian Classical Dance Series)-(by-Shovna Narayan) 2. Nritya Shiksha Part-1(by- Dr. Puru Dadheech) 3. Kathak Nritya Shiksha Part- 2 (by- Dr. Puru Dadheech) 4. Kathak (Indian Classical Dance series) – (by Shovana Narayan) 		

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Session: 2025-26			
PartA - Introduction			
Subject	Kathak		
Semester	VII		
Name of the Course	Kathak Stage Performance		
Course Code	B23-PAS-735		
CourseType:	PC-H1		
Level of the course (As per Annexure-I)	400-499		
Pre-requisite for the course (ifany)	NA		
CourseLearningOutcomes(CLO):	After completing this course the learner will be able to: <ol style="list-style-type: none"> 1. Knowledge of practical techniqs and Bhav of Kathak Dance. 2. Knowledge of Folk Dance . 3. Knowledge of Other Dance Forms. 4. Knowledge of Theka and Nagma. <hr style="width: 20%; margin: 10px auto;"/> 5*Students able to learn how to perform Kathak on Stage.		
Credits	Theory	Practical	Total
	0	4	4
Contact Hours	0	4	4
Max. Marks:100(50+50*) Internal Assessment Marks:30(15+15*) End Term Exam Marks:70(35+35*)		Time: 6 Hours	
PartB-Contentsofthe Course			
<u>Instructions for Paper- Setter</u> There shall be Nine Questions;Question number one must be objective type which is compulsory.The Candidate is required to attempt Five questions in all,selecting one question from each unit.All questions carry equal marks.			

Unit	Topics	Contact Hours
I	1. Ability to Play Nagma and Theka in Teen Taal.	22
II	1. Practical Demonstration of any one folk based dance- a)Haryana b) Punjab	22
III	1. Practical demonstration of any one Hindi Cinema based on the following Category. a)Semi Classical Dance b)Contemporary/Light Dance/Bollywood Dance	23
IV	1.Dhamar Taal /Teen Taal/ Roopak Taal 1)Stuti /Vandana 2) Tatkar-Thah, Dugun, Tigun and Chaugun with Palta/Ladi 3)Thaat 4)Amad 5)Paranjudi Amad 6)Tihayi & Chakkardar Tihayi 7)Sadi Paran & Chakkardar Paran 8)Anagat/Ateet Tukda 9)Chakkardar Toda/Tukda 10)Parmelu 11)Special Bandish of Jaipur Gharana 12)Kavitta 13) Any one gat nikas/gat bhav in teentaal.	23
Suggested Evaluation Methods		
Internal Assessment: 15 > Theory 15 <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/presentation/assignment/quiz/class test etc.: 10 • Mid-Term Exam: > Practicum 15 <ul style="list-style-type: none"> • Class Participation: 05 • Seminar/Demonstration/Viva-voce/Lab records etc.: 10 • Mid-Term Exam: 		End Term Examination: 70 (35+35*)
Part C-Learning Resources		
Recommended Books/e-resources/LMS: 1. Kathak Nritya Shiksha Part-1 (by- Dr. Puru Dadheech) 2. Kathak Nritya Shiksha Part- 2 (by- Dr. Puru Dadheech) 3. Aitihāsik Parīpekshya me Kathak Nritya (By. Dr. Maya Tak) 4. Kathak Saundaryatmak Shashtriya Nritya (By- Shikha Khare) 5. Kathak Nritya (By- Dr. Laxmi Narayan garg)		

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Session: 2025-26			
PartA - Introduction			
Subject	Kathak		
Semester	VIII		
Name of the Course	History and Development of Kathak Dance in Literature		
Course Code	B23-PAS-831		
CourseType:	CC-H4		
Level of the course (As per Annexure-I)	400-499		
Pre-requisite for the course (ifany)	NA		
CourseLearningOutcomes(CLO):	After completing this course, the learner will be able to: <ol style="list-style-type: none"> 1. Knowledge of History of Dance. 2. Develops interest about the knowledge of Dance references in Literature. 3. Ability to write down various taals in different layakarries and their comparative study. 4. Knowledge about notation system 5. Enhance the practical knowledge of Basant Taal. 		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks:100 (50+50*) Internal Assessment Marks:30 (15+15*) End Term Exam Marks:70(35+35*)		Time: 3 Hours	
PartB-Contentsofthe Course			
<u>Instructions for Paper- Setter</u> There shall be Nine Questions;Question number one must be objective type which is compulsory.The Candidate is required to attempt Five questions in all,selecting one question from each unit.All questions carry equal marks.			

Unit	Topics	Contact Hours
I	1. History of Dance in literature: a) Ramayana b) Mahabharata. 2. Karan- General study of Karanas, detailed study of 5 karanas.	08
II	1. Contribution of the following in the field of Nritya Natika : a) Madam Menka b) Uday Shankar 2. Explain of the following terms according to Abhinaya Darpan - a) Chari b) Gati	08
III	1. Knowledge of episodes from mythological stories of Dashavtar and Kaliya Daman. 2. Study of Devta Hasta & Nav Graha Hast According to Abhinaya Darpan.	07
IV	1. Notation of composition in Basant Taal & Teentaal. 2. Comparative study of following taals: a) Rupak and Tivra b) Ektaal and chautaal.	07
V	*Practical Study of Basant Taalin detail- 1. Tatkar in Thaah, Dugun, Tigun and Chaugun Layakaries. 2. Thaat , Amad, Paranamad, 3. Tukra, Chkradar tukra, Tihai & Parana 4. Padhant of Thah, Dugun, Tigun & Chaugun layakaries on hand of the following taals with its introduction : a) Basant Taal b) Rupak Taal	60
Suggested Evaluation Methods		
Internal Assessment: 15 > Theory 15 <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/presentation/assignment/quiz/class test etc.: 10 • Mid-Term Exam: > Practicum 15 <ul style="list-style-type: none"> • Class Participation: 05 • Seminar/Demonstration/Viva-voce/Lab records etc.: 10 • Mid-Term Exam: 		End Term Examination: 70 (35+35*)

PartC-Learning Resources

Recommended Books/e-resources/LMS:

1. Kathak Nritya Shiksha Part-1(by- Dr. Puru Dadheech)
2. Kathak Nritya Shiksha Part- 2 (by- Dr. Puru Dadheech)
3. AitihāsikParipekshya me Kathak Nritya (By. Dr. Maya Tak)
4. Kathak SaundrayatmakShashtriya Nritya (By- Shikha Khare)
5. Kathak Nritya (By- Dr. Laxmi Narayan garg)
6. Kathak Gyaneshwari (By- Pt. Tirath Ram Azad)
7. Abhinaya Darpan (by- Dr. Puru Dadheech)

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Session: 2025-26			
PartA - Introduction			
Subject	Kathak		
Semester	VIII		
Name of the Course	Aesthetic of Dance in Literature		
Course Code	B23-PAS- 832		
CourseType:	CC-H5		
Level of the course (As per Annexure-I)	400-499		
Pre-requisite for the course (ifany)	NA		
CourseLearningOutcomes(CLO):	After completing this course, the learner will be able to: 1. Knowledge of Hasta Mudras. 2. Knowledge of Aesthetic in Kathak Dance. 3. Ability to write down various taals in different layakaries and their comparative study. 4. Knowledge about Notation system. 5. Enhance the practical knowledge of Basant/Pancahm sawari taal		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks:100 (50+50) Internal Assessment Marks:30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours	
PartB-Contentsofthe Course			

Instructions for Paper- Setter

There shall be Nine Questions; Question number one must be objective type which is compulsory. The Candidate is required to attempt Five questions in all, selecting one question from each unit. All questions carry equal marks.

Unit	Topics	Contact Hours
I	1. Detailed study of Asamtukta Hasta Mudra according to Abhinaya Darpan 2. Detailed study of Samtukta Hasta Mudra according to Abhinaya Darpan.	08
II	1. Angharas - General study of Angharas & detailed study of 5 Angharas 2. Karan - General study of Karanas & detailed study of 5 Karanas.	08
III	1. Study of Griva Bheda according to Abhinaya Darpan. 2. Study of Shiro Bheda according to Abhinaya Darpan.	07
IV	1. Notation of composition in Basant Taal & Teentaal. 2. Ability to write the full description of the following taals Kuaad(5/4) & Biaad(7/4) Layakaries: teentaal	07
V	*Practical Study of Basant Taal/ Panchamsawari in detail- 1. Tatkar in Thaah, Dugun, Tigun and Chaugun Layakaries. 2. Thaat, Amad, Paranamad, Tukra, Tihai & Paran 3. Chakkardar Tukra, Chakkardar Paran & Parmelu. 4. Padhant of Thah, Dugun, Tigun & Chaugun layakaries on hand of the following taals with its introduction : a) Sultaal b) Jhumra taal	60
Suggested Evaluation Methods		
Internal Assessment: 30 (15+15*) > Theory 15 <ul style="list-style-type: none">● Class Participation: 5● Seminar/presentation/assignment/quiz/class test etc.: 10● Mid-Term Exam: > Practicum 15 <ul style="list-style-type: none">● Class Participation: 05● Seminar/Demonstration/Viva-voce/Lab records etc.: 10● Mid-Term Exam:		End Term Examination: 70 (35+35*)

PartC-Learning Resources

Recommended Books/e-resources/LMS:

1. Kathak Nritya Shiksha Part-1(by- Dr. Puru Dadheech)
2. Kathak Nritya Shiksha Part- 2 (by- Dr. Puru Dadheech)
3. Kathak SaundrayatmakShashtriya Nritya (By- Shikha Khare)
4. Kathak Gyaneshwari (By- Pt. Tirath Ram Azad)
5. Abhinaya Darpan (by- Dr. Puru Dadheech)
- 6.A Modern Introduction to Indian Aesthetic Theory-S S Barlingay

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Session: 2025-26			
PartA - Introduction			
Subject	Kathak		
Semester	VIII		
Name of the Course	Principal and Techniques of Stage Performance		
Course Code	B23-PAS-833		
CourseType:	CC-H6		
Level of the course (As per Annexure-I)	500-599		
Pre-requisite for the course (ifany)	NA		
CourseLearningOutcomes(CLO):	<p>After completing this course the learner will be able to:</p> <ol style="list-style-type: none"> 1.Develop the sense of preparation of programme. 2.Develop the sense of selecting the items according to Kathak dance performance. 3. Knowledge of Makeup, Costume and Jewellery according to occasion of programme. 4.Knowledge of Notation of composition. 5*Students able to confidently performKathak on Stage. 		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks:100(50+50*) Internal Assessment Marks:30(15+50*) End Term Exam Marks:70(35+35*)		Time: 3 Hours	
PartB-ContentsoftheCourse			

<u>Instructions for Paper- Setter</u>		
There shall be Nine Questions; Question number one must be objective type which is compulsory. The Candidate is required to attempt Five questions in all, selecting one question from each unit. All questions carry equal marks.		
Unit	Topics	Contact Hours
I	1) Detail Study of the sense of preparation in presenting the programme 2) Impact of the place of performance of dance.	08
II	1) Knowledge and Selection of the items according to occasion of dance performance. 2) sense of the division of time in presenting the programme.	08
III	1) Impact of Make-up, Costume and Jewellery in dance. 2) Detail Study of Rasa and Bhav .	07
IV	1) Notation of composition of taal Raas or Teentaal. 2) Notation of Layakar of Thah, Dugun, Tigun and Chaugun in Raastaal.	07
V	*Practical Study Of Raas taal or Teen taal 1) Tatkar-Thah, Dugun, Tigun and Chaugun 2) Thaat 3) Amad 4) Tihayi/Chakkardar tihayi 5) Sadi Paran 6) Chakkardar paran 7) Chakkardar Toda//Tukda 8) Parmelu 9) Gat Nikas in Teen Taal 10) Stuti/Vandana/Bhajan	60
Suggested Evaluation Methods		
Internal Assessment: 15 > Theory 15 <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/presentation/assignment/quiz/class test etc.: 10 • Mid-Term Exam: > Practicum 15 <ul style="list-style-type: none"> • Class Participation: 05 • Seminar/Demonstration/Viva-voce/Lab records etc.: 10 • Mid-Term Exam: 		End Term Examination: 70 (35+35*)

PartC-Learning Resources

Recommended Books/e-resources/LMS:

1. KathakNrityaShiksha Part-1(by- Dr. PuruDadheech)
2. KathakNrityaShiksha Part- 2 (by- Dr. PuruDadheech)
3. KATHAK VOLUME-1 A THEORETICAL & PRACTICAL GUIDE(by MramiMedhi)
4. KathakNritya (By- Dr. Laxmi Narayan Garg)

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Session: 2025-26			
PartA - Introduction			
Subject	Kathak		
Semester	VIII		
Name of the Course	General Introduction of Vocal in Kathak.		
Course Code	B23-PAS-834		
CourseType:	DSE-H2		
Level of the course (As per Annexure-I)	400-499		
Pre-requisite for the course (ifany)	NA		
CourseLearningOutcomes(CLO):	After completing this course, the learner will be able to: 1. Knowledge of Music and its types –Classical,Semi Classical,Folk music and Light music. 2. Knowledge of basic syllables of Vocal. 3. Knowledge of Alankars of vocal. 4.Knowledge of Importance of Vocal in Kathak. <hr/> 5*Perform some advance composition in kathak.		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks:100 (50+50*) Internal Assessment Marks:30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours	
PartB-Contentsofthe Course			
<p><u>Instructions for Paper- Setter</u></p> <p>There shall be Nine Questions;Question number one must be objective type which is compulsory.The Candidate is required to attempt Five questions in all,selecting one question from each unit.All questions carry equal marks.</p>			

Unit	Topics	Contact Hours
I	1)Definition of Music and its types Classical music,Semi Classical ,Folk music and Light music. 2)Definition of Naad and its types Aahat and Anahat Naad.	08
II	1) Definition of Shruti ,swar ,shuddh swar , vikrit swar,dhwani,kampan. 2)Detail Study of Saptak and its types Madhya,Mandra and Taar saptak.	08
III	1) Presentation on Composition like Bhajan/Stuti/Vandana/Bhakti Pad etc. 2)Meaning , Definition and types of Alankar.	07
IV	1)Five filmi songs based on semi classical. 2)Importance of Vocal(Gayan) in kathak Dance.	07
V*	Study of Raastaal or Teentaal in detail- 1. Tatkar in Thaah, Dugun, and Chaugun Layakaries with Ladi/Palta 2. Two Thaat &Tihai 3.Ateet and Anagat Tukda 4.Special bandish of Lucknow /Jaipur gharana. 5.Kavitta 6.Example of Jati/Yati 7. One Gat Nikas in teen taal. 8.Bhajan /Stuti/ Vandana	60
SuggestedEvaluationMethods		
InternalAssessment:30 (15+15*) > Theory 15 <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/presentation/assignment/quiz/class test etc.: 10 • Mid-Term Exam: > Practicum 15 <ul style="list-style-type: none"> • Class Participation: 05 • Seminar/Demonstration/Viva-voce/Lab records etc.: 10 • Mid-Term Exam: 		End Term Examination: 70 (35+35*)

PartC-Learning Resources

Recommended Books/e-resources/LMS:

- 1.Raag Parichay Part 1-(by Harishchandra Srivastava)**
2. Raag Parichay Part 2-(by Harishchandra Srivastava)
3. Sangeet Nritya Kathak-(by Dr. Vidhi Nagar)
- 4.Nritya Nibhandh- (by Dr.Puru Dadheech)
5. KathakNritya Shailly mein prayukta vibhinna gayan vidhaye- (By-Dr.Amrapali Trivedi)

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Session: 2025-26			
PartA - Introduction			
Subject	Kathak		
Semester	VIII		
Name of the Course	Kathak Stage Performance		
Course Code	B23-PAS-835		
CourseType:	PC-PH2		
Level of the course (As per Annexure-I)	400-499		
Pre-requisite for the course (ifany)	NA		
CourseLearningOutcomes(CLO):	After completing this course the learner will be able to: 1.Enhance Creativity and systematic improvisation ability in students. 2.Ability to performVarious Semi Classical, folk and Light dance . 3. Develops Confidence about citation composition in different talas . 4. Develop the knowledge about th performance in rare talas as well as teen taal. 5*Develop confidence to perform as a musically mature and sensible artist.		
Credits	Theory	Practical	Total
	0	4	4
Contact Hours	0	4	4
Max. Marks:100		Time: 3 Hours	
Internal Assessment Marks:30			
End Term Exam Marks: 70			
PartB-Contents of the Course			

Instructions for Paper- Setter

There shall be Nine Questions; Question number one must be objective type which is compulsory. The Candidate is required to attempt Five questions in all, selecting one question from each unit. All questions carry equal marks.

Unit	Topics	Contact Hours
I	1. Anyone Abhinaya Paksha (Thumari/Dadra/Gazal/Bhajan/Hori/Bhakti Pad) .	22
II	1. One Tarana/Sargam/Tirwat/Chaturang in Teentaal.	22
III	1. Practical demonstration of any one Hindi Cinema based on the following Category. a) Semi Classical Dance b) Contemporary/Light Dance/Folk based dance.	23
IV	Rudra Taal or Ras Taal or Teen Taal 1) Stuti /Vandana 2) Tatkar-Thah, Dugun, Tigun and Chaugun With Palta/Ladi 3) Thaata 4) Amad 5) Paranjudi Amad 6) Tihayi & Chakkardar Tihayi 7) Sadi Paran & Tishra Jati Paran 8) Chakkardar Paran 9) Anagat/Ateet Tukda 10) Chakkardar Toda/Tukda 11) Parmelu 12) Special Bandish of Jaipur Gharana 13) Kavitta Teentaal 14) Footwork ladi/Chalan 15) Uthaan 16) Two example of Jati & Yati 17) Tatkar of Boljati (Tisra, Chatusra, Khand, Mishra, Sankirna etc). 18) Farmaishi/Kamali 19) Kramlaya upto athgun 20) Any One Gatbhav/ Gatnikas	23

Suggested Evaluation Methods	
<p>Internal Assessment: 15</p> <p>➤ Theory 15</p> <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/presentation/assignment/quiz/class test etc.: 4 • Mid-Term Exam: 7 <p>➤ Practicum 15</p> <ul style="list-style-type: none"> • Class Participation: 05 • Seminar/Demonstration/Viva-voce/Lab records etc.: 10 • Mid-Term Exam: 	<p>End Term Examination: 70 (35+35*)</p>
Part C-Learning Resources	
<p>Recommended Books/e-resources/LMS:</p> <ol style="list-style-type: none"> 1. Kathak Nritya Shiksha Part-1 (by- Dr. Puru Dadheech) 2. Kathak Nritya Shiksha Part- 2 (by- Dr. Puru Dadheech) 3. Aitihāsik Parīpekshya me Kathak Nritya (By. Dr. Maya Tak) 4. Kathak Saundrayatmak Shashtriya Nritya (By- Shikha Khare) 5. Kathak Nritya (By- Dr. Laxmi Narayan garg) 6. Kathak Gyaneshwari (By- Pt. Tirath Ram Azad) 7. Kathak Kalapdrum (By- Dr. Chetna Jyotishi Beohar) 8. Kathak (Indian Classical Dance series) – (by Shovana Narayan) 9. Abhinaya Darpan (by- Dr. Puru Dadheech) 	

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Session: 2026-27			
Part A–Introduction			
Subject	Kathak		
Semester	VIII		
Name of the Course	Projects / Dissertations		
Course Code	B23-PAS-836		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	Projects / Dissertations		
Level of the course (As per Annexure-I)	500-599		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes(CLO):	After completing this course, the learner will be able to: 1. Enhance his/her Knowledge about writing skill, analytical approach, and developing own vision to explain comprehensively.		
Credits: 12(8+4)	Dissertation	Viva -voce	Total
	8	4	12
Contact Hours	-	-	-
Max. Marks: 300(200 Dissertation+100 Viva voce)		Time: 6 Hours	
Part B- Contents of the Course			
Unit	Topics		Contact Hours
I	Student has to submit a project report /dissertation (60 to 80 Pages) in a print form before practical exam. Areas for project : 1. Classical		

	<ol style="list-style-type: none"> 2. Semi Classical Music 3. Folk and Light Music 4. Western Music 5. Devotional Music / Sufi Music/ Shrimad Bhagwad Geeta Shlokas 6. Coverage of musical competition, concerts /event or associated areas with written report and video C.D.(if required) 	
Suggested Evaluation Methods		
	End Term Examination: 300(200+100)	
Part C-Learning Resources		
<p>Recommended Books/e-resources/LMS: Student can consult with Nobel laureates, and he /she can take assistance of related literature, books, epics, E- resources.</p>		

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Session: 2026-27			
PartA - Introduction			
Subject	Kathak		
Semester	IX		
Name of the Course	History and Development of Dance in Purans		
Course Code	B23-PAS-931		
CourseType:	CC-PG1		
Level of the course (As per Annexure-I)	500-599		
Pre-requisite for the course (ifany)	NA		
CourseLearningOutcomes(CLO):	After completing this course the learner will be able to: 1. Develops interest about the knowledge of dance reference in Purans. 2. Ability to write down various talas in different layakaries. 3. Knowledge of Granthas related to Dance. 4 .Enhance the Knowledge of Notation System. 5* Enhance the ability to perform kathak.		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks:100(50+50*) Internal Assessment Marks:30(15+15*) End Term Exam Marks:70(35+35*)		Time: 3 Hours	
PartB-Contentsofthe Course			
<u>Instructions for Paper- Setter</u> There shall be Nine Questions;Question number one must be objective type which is compulsory.The Candidate is required to attempt Five questions in all,selecting one question from each unit.All questions carry equal marks.			

Unit	Topics	Contact Hours
I	1) Dance references in Purans (Kalika,Harivansh, Shiva). 2) Comparative Study of Rasleela and Raasnriya.	08
II	1) Role of Ballet dances in the development of Indian Ballet and dance drama tradition . 2) Knowledge of Natyashastra according to chapterization.	08
III	1) Study of Mandal ,Sthanak ,Bhramari & Padbheda according to Abhinaya Darpan 2) Life Sketches of Bharat Muni and Nandikeshwar with Special reference to the Litrary contribution in Music and Dance.	07
IV	1) Notation of thah,dugun ,tigun and chaugun following taal –Basant Taal and Chautaal. 2) Notation of composition in Ashtmangal and Teen Taal prescribed in the syllabus of practical.	07
V	* Practical Study of Ashtamangal or Teen taal 1) Tatkar-Thah,Dugun,Tigun and Chaugun 2)Thaat 3)Amad 4)Tihayi 5)Sadi Paran 6)Chakkardar Toda//Tukda 7)Parmelu 8)Gat Nikas in Teen Taal 9)Stuti/Vandana/Bhajan	60
SuggestedEvaluationMethods		
InternalAssessment:15 > Theory 15 <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/presentation/assignment/quiz/class test etc.: 10 • Mid-Term Exam: > Practicum 15 <ul style="list-style-type: none"> • Class Participation: 05 • Seminar/Demonstration/Viva-voce/Lab records etc.: 10 • Mid-Term Exam: 		End Term Examination: 70 (35+35*)

PartC-Learning Resources

Recommended Books/e-resources/LMS:

1. Purano mein Nritya ke Tatva-(by Dr.Neeta Gaharwar)
2. Nritya Nibandh - (by- Dr. Puru Dadheech)
3. Kathak Nritya Shiksha part-1 (by. Dr.Puru Dadheech)
4. Kathak Nritya Shiksha part-2 (by- Dr.Puru Dadheech)
5. Kathak Nritya (By- Dr.Laxmi Narayan Garg)

KURUKSHERTRA UNIVERSITY KURUKSHETRA
Syllabus and Course of Reading for Master of Performing Arts
(5 Year Integrated Programme)
Under NEP- 2020 W.E.F. 2023-24

Session: 2026-27			
PartA - Introduction			
Subject	Kathak		
Semester	IX		
Name of the Course	Aesthetic of Dance in Purans		
Course Code	B23-PAS-932		
CourseType:	CC-PG2		
Level of the course (As per Annexure-I)	500-599		
Pre-requisite for the course (ifany)	NA		
CourseLearningOutcomes(CLO):	After completing this course, the learner will be able to: <ol style="list-style-type: none"> 1. Enhance the knowledge of aesthetics. 2. To Develops the interest towards technical terms related to dance performance and study of Raas Sutra and its exposition . . 3. Knowledge of recite the Other Talas as well as Teentaal. 4. Knowledge of basic Layakari of Taals. 5*. Enhance the confidence to Perform Kathak in other Taals as well as Teen taal . 		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks:100 (50+50*) Internal Assessment Marks:30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours	
PartB-Contentsofthe Course			
<u>Instructions for Paper- Setter</u> There shall be Nine Questions;Question number one must be objective type which is compulsory.The Candidate is required to attempt Five questions in all,selecting one question from each unit.All questions carry equal marks.			

Unit	Topics	Contact Hours
I	1)Study of Asanyukta Hasta Mudra according to Natyashastra. 2)Study of Sanyukta Hasta Mudra according to Natyashastra.	08
II	1) Study of Shirobhed according to Natyashastra. 2)Rassutra Bharat and its exposition and elaboration by various commentators,viz.,Bhatt Lollata & Sri Shankuka.	08
III	1)Brief Study of Abhinaya ,its four aspects and Detail of Angikabhinaya. 2)Detail study of Aharyabhinaya & Satvikabhinaya.	07
IV	1)Ability to Write the notation Thah, Dugun , Tigun and chaugun of the following Taal- i)Matt taal ii) Tilwara Taal	07
V	*Practical Study of Ashtamangal or Teen Taal in detail- 1. Tatkar in Thaah, Dugun, and Chaugun Layakaries With Ladi/Palta 2. Two Thaat &Tihai 3. Paranamad 4. Ateet/Anagat Tukda 5.Special bandish of Lucknow/Jaipur gharana 6. Kavitta 7.Example of Jati /Yati. 8. One Gat Nikas in teen taal. 9.Bhajan/Stuti/Vandana	60
SuggestedEvaluationMethods		
InternalAssessment:30 (15+15*) > Theory 15 <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/presentation/assignment/quiz/class test etc.: 10 • Mid-Term Exam: > Practicum 15 <ul style="list-style-type: none"> • Class Participation: 05 • Seminar/Demonstration/Viva-voce/Lab records etc.: 10 • Mid-Term Exam: 		End Term Examination: 70 (35+35*)

PartC-Learning Resources

Recommended Books/e-resources/LMS:

1. Kathak SaundrayatmakShashtriya Nritya (By- Shikha Khare)
2. Kathak Gyaneshwari (By- Pt. Tirath Ram Azad)
3. Kathak Kalapdrum (By- Dr. Chetna JyotishiBeohar)
4. Singing Syllables Aesthetic of Kathak Dance-Sushil Kumar Saxena
5. Sangeet evam Nritya Kalaye-Kal Aaj Aur Kal-(by Prof. Dr.Bhavana Grover)
- 6.Nritya Nibandh-(by Dr.Puru Dadheech)
- 7.Aesthetic of Indian Folk Dance-(by Projesh Banerji)

KURUKSHERTRA UNIVERSITY KURUKSHETRA
Syllabus and Course of Reading for Master of Performing Arts
(5 Year Integrated Programme)
Under NEP- 2020 W.E.F. 2023-24

Session: 2026-27			
PartA - Introduction			
Subject	Kathak		
Semester	IX		
Name of the Course	Therapeutic Aspects of Classical Dance		
Course Code	B23-PAS-933		
Course Type:	CC-PG3		
Level of the course (As per Annexure-I)	500-599		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes (CLO):	After completing this course the learner will be able to: <ol style="list-style-type: none"> 1. Motivates the students to acquire knowledge about Interdisciplinary Aspects of Indian dance. 2. Develop aptitude about the application of different theoretical Aspects. 3. Knowledge of Other Dance Forms. 4. Knowledge of Theka and Nagma. 5* Students able to learn how to perform Kathak on Stage. 		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks:100(50+50*) Internal Assessment Marks:30(15+50*) End Term Exam Marks:70(35+35*)		Time: 3 Hours	
PartB-Contents of the Course			
<u>Instructions for Paper- Setter</u> There shall be Nine Questions; Question number one must be objective type which is compulsory. The Candidate is required to attempt Five questions in all, selecting one question from each unit. All questions carry equal marks.			
Unit	Topics		Contact Hours
I	1) Music Therapy with special reference of Dance and Yoga . 2) Psychology of audience ,relationship between artist and audience.		08

II	1)Taal Das Prana in general with a detailed study of Graha,Jati & Yati. 2)Detail study of Tribal dances of India.	08
III	1)Social,religious,political,geographical and Cultural impact on Indian dances. 2)Renowned Indian innovators and Choreographers in field of Kathak .	07
IV	1) Notation of Thah,Dugun ,Tigun and Chaugun of following taal –Jaimangal Taal and Panchamsawari taal. 2)Notation of composition in prescribe taal Shikhar taal or Teentaal.	07
V	* Practical Study Of Shikhar taal or Teentaal 1) Tatkar-Thah,Dugun,Tigun and Chaugun 2) Two Thaata 3)Amad 4)Tihayi/Chakkardar Tihayi 5)Sadi Paran 6)Chakkardar Toda//Tukda 7)Parmelu 8)Gat Nikas in Teen Taal 9)Stuti/Vandana/Bhajan	60
Suggested Evaluation Methods		
InternalAssessment:15 > Theory 15 <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/presentation/assignment/quiz/class test etc.: 10 • Mid-Term Exam: > Practicum 15 <ul style="list-style-type: none"> • Class Participation: 05 • Seminar/Demonstration/Viva-voce/Lab records etc.: 10 • Mid-Term Exam: 		End Term Examination: 70 (35+35*)
Part C-Learning Resources		
Recommended Books/e-resources/LMS: <ol style="list-style-type: none"> 1. Kathak Nritya Aur Arogya Vigyan-(by- Dr. Shubhda Gokhale) 2. Nritya Nibandh-(by Dr.Puru Dadheech) 3. Kathak Aksharo Ki Aarsi-(by Jyoti Bakshi) 4. Kathak Aur Addhyatm-(by Bharati Gupta) 5. Kathak ke Aayam-(by Dr.Rashmi Rathaur) 6. Bharat ke Lok Nritya-(by Prof. Sharif Muhammad) 7. Bharat ke Pramukh Lok Nrityaunita -(by Dr.Suneeta Shrimali) 		

KURUKSHERTRA UNIVERSITY KURUKSHETRA
Syllabus and Course of Reading for Master of Performing Arts
(5 Year Integrated Programme)
Under NEP- 2020 W.E.F. 2023-24

Session: 2026-27			
PartA - Introduction			
Subject	Kathak		
Semester	IX		
Name of the Course	Study of Compositional Pattern of Kathak		
Course Code	B23-PAS-934		
CourseType:	DSE-PG1		
Level of the course (As per Annexure-I)	500-599		
Pre-requisite for the course (ifany)	NA		
CourseLearningOutcomes(CLO):	After completing this course, the learner will be able to: <ol style="list-style-type: none"> 1. Develop the Knowledge to make a composition in Kathak Dance. 2. Develop the knowledge of presentation any other pads of Meera or Kabir das ji's dohe. . 3. Knowledge of Other Talas in Kathak Dance. 4. Knowledge of Layakari of Taal in Kathak Dance. 5*.Enhance the confidence to Perform some advance patterns of Kathak on Stage. 		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks:100 (50+50*) Internal Assessment Marks:30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours	

PartB-Contents of the Course		
<p><u>Instructions for Paper- Setter</u></p> <p>There shall be Nine Questions;Question number one must be objective type which is compulsory.The Candidate is required to attempt Five questions in all,selecting one question from each unit.All questions carry equal marks.</p>		
Unit	Topics	Contact Hours
I	1)Learn techniques to make a composition. 2) Definition of Amad,Tukra ,Chakkardar tukra, Tihayi, chakkaradar tihayi. Paran,Chakkardar Paran with example etc.	08
II	1)Self composed dance composition-Five Nrittang Composition in any Teen taal. 2)Self composed dance composition -Five Nrittang Composition in any other taal.	08
III	1)Presentation(Bhav) on any choose Nritya Abhinaya Paksh-(Thumari/Dadra/Gazal/Kajri/Hori/Bhajan/Bhakti Pad)etc 2)Presentation (Bhav)on any one –Meera ke pad or Kabir ke dohe.	07
IV	1)Ability to Write the notation Thah, Dugun, Tigun and chaugun of the following Taal- i)Jhumra Taal ii) Deepchandi Taal 2)Ability to Notation of composition in Prescribe taals Shikhar Taal or Teen taal.	07
V	*Practical Study of Shikhar taal or Teentaal in detail- 1. Tatkar in Thaah, Dugun, and Chaugun Layakaries with Ladi/Palta 2. Two Thaat &Tihai 3. Ateet /Anagat Tukra 4.Special bandish of Lucknow/Jaipur Gharana 5.Kavitta 6.Example of Jati /Yati 7. One Gat Nikas in teen taal. 8.Bhajan/Stuti/Vandana	20

Suggested Evaluation Methods	
<p>Internal Assessment: 30 (15+15*)</p> <p>➤ Theory 15</p> <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/presentation/assignment/quiz/class test etc.: 10 • Mid-Term Exam: <p>➤ Practicum 15</p> <ul style="list-style-type: none"> • Class Participation: 05 • Seminar/Demonstration/Viva-voce/Lab records etc.: 10 • Mid-Term Exam: 	<p>End Term Examination: 70 (35+35*)</p>
Part C-Learning Resources	
<p>Recommended Books/e-resources/LMS:</p> <ol style="list-style-type: none"> 1. Kathak Dance Syllabi Part-1 (by- Dr. Puru Dadheech) 2. Kathak Dance Syllabi Part- 2 (by- Dr. Puru Dadheech) 3. KATHAK VOLUME-1 A THEORETICAL & PRACTICAL GUIDE-(by Marami Medhi) 4. Kathak Nritya Shiksha part-1 (by Dr. Puru Dadheech) 5. Kathak Nritya Shiksha part-2 (by Dr. Puru Dadheech) 6. Kathak Gyaneshwari (By- Pt. Tirath Ram Azad) 7. Kathak Kalapdrum (By- Dr. Chetna Jyotishi Beohar) 	

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(5 Year Integrated Programme)
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Session: 2026-27			
PartA - Introduction			
Subject	Kathak		
Semester	IX		
Name of the Course	Kathak Stage Performance		
Course Code	B23-PAS-935		
CourseType:	PC-PG1		
Level of the course (As per Annexure-I)	400-499		
Pre-requisite for the course (ifany)	NA		
CourseLearningOutcomes(CLO):	After completing this course the learner will be able to: <ol style="list-style-type: none"> 1. Ability to perform complete Kathak dance solo performance for 30-35 minutes. 2. Knowledge of Folk Dances . 3. Knowledge of Other Dance Forms. 4. Develops the aptitude of creativity and systematic improvisation ability among students of Kathak dance. 		
Credits	Theory	Practical	Total
	0	4	4
Contact Hours	0	4	4
Max. Marks:200(100+100*) Internal Assessment Marks:60(30+30*) End Term Exam Marks:140(70+70*)		Time: 3 Hours	

PartB-Contentsofthe Course

Instructions for Paper- Setter

There shall be Nine Questions;Question number one must be objective type which is compulsory.The Candidate is required to attempt Five questions in all,selecting one question from each unit.All questions carry equal marks.

Unit	Topics	Contact Hours
I	1.Anyone Abhinaya Paksha (Thumari/Dadra/Gazal/Bhajan/Hori/Bhakti Pad).	22
II	1.Practical Demonstration of any one folk based dance belong to any State of India.	22
III	1.Practical demonstration of any one Hindi Cinema based on the following Category. a)Semi Classical Dance b)Contemporary/Light Dance/Bollywood Dance	23
IV*	Ashtamangal or Shikhar or Teen Taal 1)Stuti /Vandana 2) Tatkar-Thah,Dugun,Tigun and Chaugun with Palta/Ladi 3)Thaat 4)Amad 5)Paranjudi Amad 6)Tihayi & Chakkardar Tihayi 7)Sadi Paran & Chakkardar Paran 8)Anagat/Ateet Tukda 9)Chakkardar Toda/Tukda 10)Parmelu 11)Special Bandish of Jaipur/Lucknow Gharana 12)Kavitta 13)One Tarana /Sargam/Tirwat/Chaturang in any Taal Teentaal 14) Footwork-Ladi 15)Two example of Jati & Yati 16)Tatkar of Boljati-(Tisra,Chatusra,Khand,Sankirna etc.) 17)Farmaishi/Kamali 18)Kramlaya upto athgun 19)Gatbhav on anyone Nayika of Ashtanayika/Makhanchori/any other/Gatnikas	23

Suggested Evaluation Methods	
<p>Internal Assessment: 15</p> <p>➤ Theory 15</p> <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/presentation/assignment/quiz/class test etc.: 4 • Mid-Term Exam: 7 <p>➤ Practicum 15</p> <ul style="list-style-type: none"> • Class Participation: 05 • Seminar/Demonstration/Viva-voce/Lab records etc.: 10 • Mid-Term Exam: 	<p>End Term Examination: 70 (35+35*)</p>
Part C-Learning Resources	
<p>Recommended Books/e-resources/LMS:</p> <ol style="list-style-type: none"> 1. Kathak Nritya Shiksha Part-1 (by- Dr. Puru Dadheech) 2. Kathak Nritya Shiksha Part- 2 (by- Dr. Puru Dadheech) 3. Aitihasik Paripekshya me Kathak Nritya (By. Dr. Maya Tak) 4. Kathak Saundrayatmak Shashtriya Nritya (By- Shikha Khare) 5. Kathak (Indian Classical Dance series) – (by Shovana Narayan) 6. Abhinaya Darpan (by- Dr. Puru Dadheech) 	

KURUKSHERTRA UNIVERSITY KURUKSHETRA
Syllabus and Course of Reading for Master of Performing Arts
(5 Year Integrated Programme)

Under NEP-2020 W.E.F. 2023-24

Session: 2026-27			
Part A - Introduction			
Subject	Music (Common in Vocal, Sitar , Tabla and Kathak)		
Semester	X		
Name of the Course	Research Methodology		
Course Code	B23-PAS-1001		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VA C)	CC-PG4		
Level of the course (As per Annexure-I)	500- 599		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes (CLO):	<p>After completing this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Enhance his/her Knowledge about Research 2. Enhance his/her Knowledge about methods of data collections 3. Enhance his/her Knowledge about data analysis and research 4. Enhance his/her Knowledge about research ethics and scientific writing <hr style="width: 20%; margin-left: 0;"/> <p>5*</p> <ol style="list-style-type: none"> 1. Perform the specific composition in given ragas. 2. Comparatively demonstrate the various ragas and Taalas. 3. Demonstrate the given Taalas on hands. 		
Credits: 4	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6

Max. Marks: 100 (50+50) Internal Assessment Marks: 30 (15+15*) End Term Exam Marks:70 (35+35*)	Time: 3 Hours Theory and 6 Hours for Practical
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Part B-Contents of the Course

Instructions for Paper- Setter

1. There shall be Nine Questions in all.
2. The Question paper will be divided into five units.
3. Paper Setter has to set 2 questions from each unit of syllabus given below, a total of 8 questions from all 4 units.
4. The Question no. nine (Unit- V) will be and compulsory and covers the whole syllabus, it contains 7 objective type questions of one marks each.
5. All questions Carry equal marks.

Unit	Topics	Contact Hours
I	<p>1: Introduction to Research Methodology</p> <ul style="list-style-type: none"> • The Nature of Research: Defining research, types of research (basic vs. applied, quantitative vs. qualitative), and the research process. • Formulating a Research Question: Identifying researchable topics, developing clear and focused research questions, and hypotheses (if applicable). • Literature Review: Importance of literature review, searching for relevant sources, critical evaluation of existing research. 	8
II	<p>2: Research Design and Methods</p> <ul style="list-style-type: none"> • Research Designs: Exploring different research designs (experimental, quasi-experimental, survey, case study, etc.) based on research objectives. • Sampling Techniques: Understanding sampling methods (probability vs. non-probability), sample size determination, and sampling bias. • Data Collection Methods: Exploring various data collection methods (surveys, interviews, observations, document analysis) and choosing appropriate methods for specific research questions. 	8
III	<p>3: Data Analysis and Interpretation</p> <p>Quantitative Data Analysis: Descriptive statistics (measures of central tendency and dispersion), basic statistical tests (hypothesis testing, correlation, etc.), and data analysis software.</p> <p>Qualitative Data Analysis: Techniques for analyzing qualitative data (coding, thematic analysis, narrative analysis)</p>	7

	and using qualitative analysis software (optional). Data Interpretation: Drawing meaningful conclusions from analyzed data, identifying limitations, and discussing the implications of research findings.	
IV	4: Research Ethics and Scientific Writing Research Ethics: Understanding ethical principles like informed consent, anonymity, confidentiality, and responsible conduct of research. Scientific Writing: Structure of a research paper (introduction, literature review, methodology, results, discussion, conclusion, references), academic writing style, and citation styles (APA, MLA, etc.). Research Communication: Effective presentation of research findings (oral presentations, posters, research reports).	7
V*	1. Students have to prepare a Synopsis on any topic given by class teacher. 2. Review of a Book	60
Suggested Evaluation Methods		
Internal Assessment: 30 (15+15*) > Theory 15 <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/presentation/assignment/quiz/class test etc.: 4 • Mid-Term Exam: 7 > Practicum: 15 <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/Demonstration/Viva-voce/Lab records etc.: 10 • Mid-Term Exam: 		End Term Examination: 70 (35+35*)
Part C-Learning Resources		
Recommended Books/e-resources/LMS: <ol style="list-style-type: none"> 1. Sangeetanjali – Part (1-6) Pt. Omkar nath thakur 2. Kramik Pustak Mallika- Part (1-6) V. N. Bhatkhande 3. Raag Vigyan - Part (1-6) Pt. V. R. Patvardhan 4. Raag Parichay Part (1-4) - Harishchand Shrivastav 5. Abhinav Gitanjali (1-5) Pt. Ramashraye Jhaa 6. Pranav Bharti – Pt. Omkar Nath Thakur 7. Bhatkhande Sangeet Shastra- (1-4) V. N. Bhatkhande 8. Sangeet Bodh – Shreedhar Sharad Chandra Pranjpayee 9. Bhartiya Sangeet ka Itihas- Shreedhar Sharad Chandra Pranjpe 10. Bhartiya Sangeet ka Itihas- Thakur Jaidev Singh 11. Bhartiya Sangeet Vaiggyanik Vishleshan- Dr. Swatantra Sharma 12. Hamare Sangeet Ratna- Laxmi Narayan Garg 13. Bhartiya sangeet Vadhya – Pt. Lal Mani Mishra 14. Samgaan – Prof. Pankej Mala Sharma 15. Bhartiya Sangeet ke Tantri Vadya – Dr. Prakash Mahadik 		

KURUKSHERTRA UNIVERSITY KURUKSHETRA
Syllabus and Course of Reading for Master of Performing Arts
(5 Year Integrated Programme)
Under NEP- 2020 W.E.F. 2023-24

Session: 2026-27			
PartA - Introduction			
Subject	Kathak		
Semester	X		
Name of the Course	Kathak Stage Performance		
Course Code	B23-PAS-835		
CourseType:	PC-PG2		
Level of the course (As per Annexure-I)	500-599		
Pre-requisite for the course (ifany)	NA		
CourseLearningOutcomes(CLO):	<p>After completing this course the learner will be able to:</p> <ol style="list-style-type: none"> 1.Enhance Creativity and systematic improvisation ability in students. 2.Ability to perform Various Semi Classical, folk and Light dance . 3. Develops Confidence about citation composition in different talas . 4. Develop the knowledge about th performance in rare talas as well as teen taal. <hr/> <p>5*Develop confidence to perform as a musically mature and sensible artist.</p>		
Credits	Theory	Practical	Total
	0	4	4
Contact Hours	0	4	4
Max. Marks:200(100+100*) Internal Assessment Marks:60(30+30*) End Term Exam Marks:140(70+70*)		Time: 6 Hours	
PartB-Contentsofthe Course			

Instructions for Paper- Setter

There shall be Nine Questions; Question number one must be objective type which is compulsory. The Candidate is required to attempt Five questions in all, selecting one question from each unit. All questions carry equal marks.

Unit	Topics	Contact Hours
I	1. Anyone Abhinaya Paksha (Thumari/Dadra/Gazal/Bhajan/Hori/Bhakti Pad) .	22
II	1. One Tarana/Sargam/Tirwat/Chaturang in Teentaal.	22
III	1. Practical demonstration of any one Hindi Cinema based on the following Category. a) Semi Classical Dance b) Contemporary/Light Dance/Folk based dance.	23
IV	Rudra Taal or Ras Taal or Teen Taal 1) Stuti /Vandana 2) Tatkar-Thah, Dugun, Tigun and Chaugun With Palta/Ladi 3) Thaat 4) Amad 5) Paranjudi Amad 6) Tihayi & Chakkardar Tihayi 7) Sadi Paran & Tishra Jati Paran 8) Chakkardar Paran 9) Anagat/Ateet Tukda 9) Chakkardar Toda/Tukda 10) Parmelu 11) Special Bandish of Jaipur Gharana 12) Kavitta Teentaal 13) Footwork ladi/Chalan 14) Uthaan 15) Two example of Jati & Yati 16) Tatkar of Boljati (Tisra, Chatusra, Khand, Mishra, Sankirna etc). 17) Farmaishi/Kamali 18) Kramlaya upto athgun 19) Any one advance gat Nikas/gat bhav.	23

Suggested Evaluation Methods	
<p>Internal Assessment: 15</p> <p>➤ Theory 15</p> <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/presentation/assignment/quiz/class test etc.: 4 • Mid-Term Exam: 7 <p>➤ Practicum 15</p> <ul style="list-style-type: none"> • Class Participation: 05 • Seminar/Demonstration/Viva-voce/Lab records etc.: 10 • Mid-Term Exam: 	<p>End Term Examination: 70 (35+35*)</p>
Part C-Learning Resources	
<p>Recommended Books/e-resources/LMS:</p> <ol style="list-style-type: none"> 1. Kathak Nritya Shiksha Part-1 (by- Dr. Puru Dadheech) 2. Kathak Nritya Shiksha Part- 2 (by- Dr. Puru Dadheech) 3. Aitihasik Paripekshya me Kathak Nritya (By. Dr. Maya Tak) 4. Kathak Saundrayatmak Shashtriya Nritya (By- Shikha Khare) 5. Kathak Nritya (By- Dr. Laxmi Narayan Garg) 	

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(5 Year Integrated Programme)
Under NEP- 2020 W.E.F. 2023-24

Session: 2026-27			
PartA - Introduction			
Subject	Kathak		
Semester	X		
Name of the Course	Study of Folk Dances of Different Zone of India		
Course Code	B23-PAS-1032		
CourseType:	CC-PG5		
Level of the course (As per Annexure-I)	500-599		
Pre-requisite for the course (ifany)	NA		
CourseLearningOutcomes(CLO):	After completing this course, the learner will be able to: 1. Knowledge of Folk Instruments. 2. Knowledge of different state Folk Dances. 3. Knowledge of Layakaries of Aad,Kuad and Biad of Talas 4. Enhance the practical knowledge in different taals. 5*.Perform advanced composition of Kathak on Stage		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks:100 (50+50*) Internal Assessment Marks:30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours	
PartB-Contentsofthe Course			
<u>Instructions for Paper- Setter</u> There shall be Nine Questions;Question number one must be objective type which is compulsory.The Candidate is required to attempt Five questions in all,selecting one question from each unit.All questions carry equal marks.			

Unit	Topics	Contact Hours
I	1) Detail study of Folk Dance with comparative study of classical dance. 2) Study of Folk instruments.	08
II	1) Folk Dances of Jammu and Kashmir(Five). 2) Folk Dances of Maharashtra, Assam(Five).	08
III	1) Folk dance -Chhau dance. 2)Folk dance-Gottipua.	07
IV	Notation of all Composition mentioned following taals- Teentaal or Rudra. Notation of Aad , Kuad and Biad in Teen taal .	07
V	*Practical Study of Rudrataal or Teentaal in detail- 1. Tatkar in Thaah, Dugun, and Chaugun Layakaries with Ladi/Palta 2. Two Thaah & Tihai 3. Ateet /Anagat Tukda 4. Special bandish of Jaipur /Lucknow gharana 5. One chakkardar Paran 6. Kavitta 7. Example of Jati / Yati 8. One Gat Nikas in teen taal. 9. Bhajan/Stuti/Vandana	60
Suggested Evaluation Methods		
Internal Assessment: 30 (15+15*) > Theory 15 <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/presentation/assignment/quiz/class test etc.: 10 • Mid-Term Exam: > Practicum 15 <ul style="list-style-type: none"> • Class Participation: 05 • Seminar/Demonstration/Viva-voce/Lab records etc.: 10 • Mid-Term Exam: 		End Term Examination: 70 (35+35*)

PartC-Learning Resources

Recommended Books/e-resources/LMS:

1. Bharat ke Lok Nritya –(by Prof.Sharif Muhammad)
2. Bharat ke Mukhya Lok Nritya-(by Dr.Sunita Shrimali)
3. Bharat ke Lok Nritya –(by Vishwamitra Sharma)
- 4.Bharat ke Lok Nritya –(by Laxmi Narayan Garg)
5. Tribal Dances of India- (by Robin D Tribhuwan & Preeti R Tribhuwan)
- 6.Kathak Nritya Shiksha part -1(by Dr.Puru Dadheech)
- 7.Kathak Nritya Shiksha part-2(by Dr.Puru Dadheech)

KURUKSHERTRA UNIVERSITY KURUKSHETRA
Syllabus and Course of Reading for Master of Performing Arts
(5 Year Integrated Programme)
Under NEP- 2020 W.E.F. 2023-24

Session: 2026-27			
PartA - Introduction			
Subject	Kathak		
Semester	X		
Name of the Course	Principal and Techniques of Stage Performance		
Course Code	B23-PAS-833		
CourseType:	CC-PG6		
Level of the course (As per Annexure-I)	500-599		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes (CLO):	<p>After completing this course the learner will be able to:</p> <ol style="list-style-type: none"> 1. Develop the sense of preparation of programme. 2. Develop the sense of selecting the items according to Kathak dance performance. 3. Knowledge of Makeup, Costume and Jewellery according to occasion of programme. 4. Knowledge of Notation of composition. 5* Students able to confidently perform Kathak on Stage. 		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks:100(50+50*) Internal Assessment Marks:30(15+50*) End Term Exam Marks:70(35+35*)		Time: 3 Hours	

PartB-ContentsoftheCourse		
<u>Instructions for Paper- Setter</u>		
There shall be Nine Questions;Question number one must be objective type which is compulsory.The Candidate is required to attempt Five questions in all,selecting one question from each unit.All questions carry equal marks.		
Unit	Topics	Contact Hours
I	1)Detail Study of the sense of preparation in presenting the programme 2)Impact of the place of performance of dance.	08
II	1)Knowledge and Selection of the items according to occasion of dance performance. 2)sense of the division of time in presenting the programme.	08
III	1)Impact of Make-up,CostumeandJwellery in dance. 2)Detail Study of Rasa and Bhav .	07
IV	1)Notationof composition of taalRaas or Teentaal. 2)Notation of Layakari of Thah,Dugun ,Tigun and Chaugun in Raastaal.	07
V	*Practical Study OfRaastaalor Teen taal 1)Tatkar-Thah,Dugun,Tigun and Chaugun 3)Thaat 4)Amad 5)Tihayi/Chakkardartihayi 6)SadiParan 7)Chakkardarparan 8)Chakkardar Toda//Tukda 9)Parmelu 10)Gat Nikas in Teen Taal 11)Stuti/Vandana/Bhajan	60
SuggestedEvaluationMethods		
InternalAssessment:15 > Theory 15 <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/presentation/assignment/quiz/class test etc.: 10 • Mid-Term Exam: > Practicum 15 <ul style="list-style-type: none"> • Class Participation: 05 • Seminar/Demonstration/Viva-voce/Lab records etc.: 10 • Mid-Term Exam: 		End Term Examination: 70 (35+35*)

PartC-Learning Resources

Recommended Books/e-resources/LMS:

1. KathakNrityaShiksha Part-1(by- Dr. PuruDadheech)
2. KathakNrityaShiksha Part- 2 (by- Dr. PuruDadheech)
3. KATHAK VOLUME-1 A THEORETICAL & PRACTICAL GUIDE(by MramiMedhi)
4. KathakNritya (By- Dr. Laxmi Narayan Garg)

KURUKSHERTRA UNIVERSITY KURUKSHETRA
Syllabus and Course of Reading for Master of Performing Arts
(5 Year Integrated Programme)
Under NEP- 2020 W.E.F. 2023-24

Session: 2026-27			
PartA - Introduction			
Subject	Kathak		
Semester	X		
Name of the Course	General Introduction of Vocal in Kathak.		
Course Code	B23-PAS-834		
CourseType:	DSE-PG2		
Level of the course (As per Annexure-I)	500-599		
Pre-requisite for the course (ifany)	NA		
CourseLearningOutcomes(CLO):	After completing this course, the learner will be able to: 1. Knowledge of Music and its types – Classical,SemiClassical,Folk music and Light music. 2. Knowledge of basic syllables of Vocal. 3. Knowledge of Alankars of vocal. 4.Knowledge of Importance of Vocal in Kathak. <hr/> 5*Perform some advance composition in kathak.		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks:100 (50+50*) Internal Assessment Marks:30 (15+15*) End Term Exam Marks:70 (35+35*)		Time: 3 Hours	
PartB-ContentsoftheCourse			
<u>Instructions for Paper- Setter</u> There shall be Nine Questions;Question number one must be objective type which is compulsory.The Candidate is required to attempt Five questions in all,selecting one question from each unit.All questions carry equal marks.			

Unit	Topics	Contact Hours
I	1)Definition of Music and its types Classical music,Semi Classical ,Folk music and Light music. 2)Definition of Naad and its types Aahat and AnahatNaad.	08
II	1)Definition of Shruti ,swar ,shuddhswar , vikritswar,dhwani,kampan. 2)Detail Study of Saptak and its types Madhya,Mandra and Taarsaptak.	08
III	1) Presentation on Compositionlike Bhajan/Stuti/Vandana/Bhakti Pad etc. 2)Meaning , Definition and types of Alankar.	07
IV	1)Fivefilmi songs based on semi classical. 2)Importance of Vocal(Gayan) in kathak Dance.	07
V	*Practical Study of Raasthaalor Teentaal in detail- 1. Tatkar in Thaah, Dugun, and ChaugunLayakaries with Ladi/Palta 2. Two Thaat&Tihai 3.Ateet and AnagatTukda 4.Specialbandish of Lucknow /Jaipur gharana. 5.Kavitta 6.Example of Jati/Yati 7. One Gat Nikas in teen taal. 8.Bhajan/Stuti/Vandana	60
SuggestedEvaluationMethods		
InternalAssessment:30 (15+15*) > Theory 15 <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/presentation/assignment/quiz/class test etc.: 10 • Mid-Term Exam: > Practicum 15 <ul style="list-style-type: none"> • Class Participation: 05 • Seminar/Demonstration/Viva-voce/Lab records etc.: 10 • Mid-Term Exam: 		End Term Examination: 70 (35+35*)

PartC-Learning Resources

Recommended Books/e-resources/LMS:

1. **Raag Parichay Part 1-(by HarishchandraSrivastava)**
2. RaagParichay Part 2-(by HarishchandraSrivastava)
3. SangeetNrityaKathak-(by Dr. Vidhi Nagar)
4. Nritya Nibhandh- (by Dr.PuruDadheech)
5. KathakNrityaShaillymeinprayuktavibhinnagayanvidhaye- (By-Dr.AmrapaliTrivedi)

KURUKSHERTRA UNIVERSITY KURUKSHETRA
Syllabus and Course of Reading for Master of Performing Arts
(5 Year Integrated Programme)

Under NEP-2020 W.E.F. 2023-24

Session: 2026-27			
Part A–Introduction			
Subject	Kathak		
Semester	X		
Name of the Course	Projects / Dissertations		
Course Code	B23-PAS-1036		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	Projects / Dissertations		
Level of the course (As per Annexure-I)	500-599		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes(CLO):	After completing this course, the learner will be able to: 1. Enhance his/her Knowledge about writing skill, analytical approach, and developing own vision to explain comprehensively. <hr style="width: 50%; margin-left: 0;"/>		
Credits: 12(8+4)	Dissertation	Viva -voce	Total
	8	4	12
Contact Hours	-	-	-
Max. Marks: 300(200 Dissertation+100 Viva voce)		Time: 6 Hours	

Part B- Contents of the Course		
Unit	Topics	Contact Hours
I	<p>Student has to submit a project report /dissertation (60 to 80 Pages) in a print form before practical exam. Areas for project :</p> <ol style="list-style-type: none"> 1. Classical 2. Semi Classical Music 3. Folk and Light Music 4. Western Music 5. Devotional Music / Sufi Music/ Shrimad Bhagwad Geeta Shlokas 6. Coverage of musical competition, concerts /event or associated areas with written report and video C.D.(if required) 	
Suggested Evaluation Methods		
		End Term Examination: 300(200+100)
Part C-Learning Resources		
<p>Recommended Books/e-resources/LMS: Student can consult with Nobel laureates, and he /she can take assistance of related literature, books, epics, E- resources.</p>		

Kurukshetra University, Kurukshetra

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



Scheme of Examinations for Under Graduate Programme Bachelor of Education- Special Education (Visual Impairment) [B.Ed. Spl. Ed. (V.I.)]

**as per Rehabilitation Council of India (RCI), 2024
Curriculum and Credit Framework
(Norms, Regulations & Course Content)
With effect from the session 2024-25**

**DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
KURUKSHETRA UNIVERSITY, KURUKSHETRA -136119
HARYANA, INDIA**

Programme Learning Outcomes (PLOs) of B.Ed. Special Education (Visual Impairment)

PLOs	B.Ed. Spl. Ed. (VI).
	After the completion of Bachelors in Education – Special Education (Visual Impairment) i.e. B.Ed. Spl. Ed. (VI). the student will be able to:
PLO-1: Knowledge and Understanding	demonstrate the fundamental and advanced knowledge of the education and special education and understanding of recent developments and issues, including methods and techniques, related to the special education.
PLO-2: General Skills	acquire the general skills required for performing and accomplishing the tasks as expected to be done by a skilled professional in the fields of special education.
PLO-3: Technical/ Professional Skills	demonstrate the learning of advanced cognitive technical /professional skills required for completing the specialized tasks related to the profession and for conducting and analyzing the relevant research tasks indifferent domains of the special education.
PLO-4: Communication Skills	effectively communicate the attained skills of the special education in well-structured and productive manner to the society at large.
PLO-5: Application of Knowledge and Skills	apply the acquired knowledge and skills to the problems in the subject area, and to identify and analyze the issues where the attained knowledge and skills can be applied by carrying out research investigations to formulate evidence-based solutions to complex and unpredictable problems associated with the field of special education or otherwise.
PLO-6: Critical thinking and Research Aptitude	attain the capability of critical thinking in intra/ inter-disciplinary areas of the special education enabling to formulate, synthesize, and articulate issues for designing of research proposals, testing hypotheses, and drawing inferences based on the analysis.
PLO-7: Constitutional, Humanistic, Moral Values and Ethics	know constitutional, humanistic, moral and ethical values, and intellectual property rights to become a scholar/ professional with ingrained values in expanding knowledge for the society, and to avoid unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.
PLO-8: Capabilities/ qualities and mindset	to exercise personal responsibility for the outputs of own work as well as of group/team and for managing complex and challenging work(s) that requires new/ strategic approaches.
PLO-9: Employability and job-ready skills	attain the knowledge and skills required for increasing employment potential, adapting to the future work and responding to the rapidly changing demands of the employers/ industry/ society with time.

Scheme of B.Ed. Spl. Ed. (V.I.)

Sem.	Course type	Course code	Course title	Credits	Contact Hours			Internal Assessment Marks	External assessment Marks	Total marks	Duration of Exam (hours)
					Lecture	*CW/FE	Total				
I	CC-1	B24-SED-101	Human Growth & Development	2	2	2	4	15	35	50	1:30 hours
	CC-2	B24-SED-102	Contemporary India and Education	2	2	2	4	15	35	50	1:30 hours
	CDI-1	B24-SED-103	Introduction to Disabilities	2	2	2	4	15	35	50	1:30 hours
	CDI-2	B24-SED-104	Introduction to Education of Students with Disabilities	2	2	2	4	15	35	50	1:30 hours
	DSC-1	B24-SED-105	Identification of Children with Visual Impairment and Assessment of Needs	2	2	2	4	15	35	50	1:30 hours
	PCPDS-1	B24-SED-106	Visits & Writing Reports (Special Schools, Therapy centres, Rehabilitation organisations, and Inclusive Schools)	2	0	4	4	15	35	50	3:00 hours
	PCPDS-2	B24-SED-107	Classroom Observation at different levels and of different subjects	2	0	4	4	15	35	50	3:00 hours
	PCDS-1	B24-INT-108	Supportive Skill Training (Assistive Technologies, Functional Academic Skill, etc.)	6	6	6	12	45	105	150	3:00 hours
			Total Credits	20							
	CC-3	B24-SED-201	Learning, Teaching and Assessment	2	2	2	4	15	35	50	1:30 hours
	CC- 4 (Any one)	B24-SED-202	Pedagogy of teaching Science to students with visual impairment	2	2	2	4	15	35	50	1:30 hours
		B24-SED-203	Pedagogy of teaching Mathematics to students with visual impairment	2	2	2	4	15	35	50	1:30 hours
		B24-SED-204	Pedagogy of teaching Social Science to students with visual Impairment	2	2	2	4	15	35	50	1:30 hours

II	CC-5 (Any one)	B24- SED- 205	Pedagogy of teaching Hindi to students with visual impairment	2	2	2	4	15	35	50	1:30 hours
		B24- SED- 206	Pedagogy of teaching English to students with visual impairment	2	2	2	4	15	35	50	1:30 hours
	CDI-3	B24- SED-207	Equitable & Inclusive Education	2	2	2	4	15	35	50	1:30 hours
	CDI-4	B24- SED-208	Supportive Skills for the Education of Children with Disabilities	2	2	2	4	15	35	50	1:30 hours
	DSC-2	B24- SED- 209	Curriculum, Adaptation and Strategies for Teaching Expanded Curriculum	2	2	2	4	15	35	50	1:30 hours
	DSC-3	B24- SED-210	Psycho- Social and Family Issues	2	2	2	4	15	35	50	1:30 hours
	PCPDS-3	B24- SED-211	Lesson Planning & Development of TLM	6	4	8	12	45	105	150	3:00 hours
			Total Credits	20							
III	DSC-4	B24- SED-301	Intervention and Teaching Strategies	2	2	2	4	15	35	50	1:30 hours
	DSC-5	B24- SED-302	ICT & Assistive Technology for Visually Impaired	2	2	2	4	15	35	50	1:30 hours
	PCPDS-4	B24- SED-303	Execution of Lesson (Teaching Practice)	6	2	10	12	45	105	150	3:00 hours
	PCDS-2	B24-INT- 304	Internship in Disability Specialization	10	2	18	20	75	175	250	3:00 hours
				Total Credits	20						
IV	EPC-1	B24- SED-401	Reading and Reflecting on Texts	2	2	2	4	15	35	50	1:30 hours
	EPC-2	B24- SED-402	Drama and Art in Education	2	2	2	4	15	35	50	1:30 hours
	EPC-3	B24- SED-403	Basic Research & Basic Statistics	2	2	2	4	15	35	50	1:30 hours
	CDI-5	B24- SED-404	Life Skills across Life Span	2	2	2	4	15	35	50	1:30 hours
	CDI-6 (Any one)		Skill-Based Optional Course (anyone)								

		B24-SED-405	Guidance and Counselling	2	2	2	4	15	35	50	1:30 hours
		B24-SED-406	Positive Behaviour Supports	2	2	2	4	15	35	50	1:30 hours
		B24-SED-407	Early Childhood Care & Education	2	2	2	4	15	35	50	1:30 hours
		B24-SED-408	Community Based Rehabilitation	2	2	2	4	15	35	50	1:30 hours
		B24-SED-409	Application of ICT in Classroom	2	2	2	4	15	35	50	1:30 hours
		B24-SED-410	Disability, SEDGs, and Gender	2	2	2	4	15	35	50	1:30 hours
	PCDS-3	B24-INT-411	Internship at Inclusive School	4	1	3	4	30	70	100	3:00 hours
	PCDS-4	B24-INT-412	Internship in Other Disability	4	1	3	4	30	70	100	3:00 hours
	ES-1	B24-SED-413	Employability Skills for the Visually Impaired	2	2	2	4	15	35	50	1:30 hours
			Total Credits	20							
			GRAND TOTAL	80			400		1600	2000	

*CW/FE- CW- Coursework, FE- Field Engagement

CW/FE will be covered by students on their own per week over the duration of a semester/year. This will not be contributed/counted towards the workload.

Kurukshetra University, Kurukshetra

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

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Syllabus for Under Graduate Programme Bachelor of Education- Special Education (Visual Impairment) [B.Ed. Spl. Ed. (V.I.)]

**as per Rehabilitation Council of India (RCI), 2024
Curriculum and Credit Framework
(Norms, Regulations & Course Content)
With effect from the session 2024-25**

DEPARTMENT OF EDUCATION

FACULTY OF EDUCATION

KURUKSHETRA UNIVERSITY, KURUKSHETRA -136119

HARYANA, INDIA

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	I		
Name of the Course	HUMAN GROWTH & DEVELOPMENT		
Course Code	B24-SED-101		
Course Type	CC-1		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Explain the process of development with special focus on infancy, childhood and adolescence. 2. Summarize the theoretical approaches on Human Development 3. Critically analyze developmental variations among children.(Zero – eight years) 4. Critically analyze developmental variations among children.(Nine – eighteen years) 5. Comprehend adolescence as a period of transition and threshold of adulthood. 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Approaches to Human Development <ol style="list-style-type: none"> 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 Influence of Nature and Nurture on Development (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship) 1.5 Domains of Development (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship) 		06
II	Theoretical Perspectives on Human Development <ol style="list-style-type: none"> 2.1 Psychodynamic Theories <ol style="list-style-type: none"> 2.1.1 Sigmund Freud's Psychoanalytic Theory 2.1.2 Erikson's Psychosocial Theory 2.2 Behaviourist Theories: <ol style="list-style-type: none"> 2.2.1 Ivan Pavlov's Classical Conditioning Theory 		06

	<p>2.2.2 B. Frederick Skinner’s Operant Conditioning Theory</p> <p>2.3 Humanistic Theory and Social Theory</p> <p>2.3.1 Abraham Maslow’s Theory</p> <p>2.3.2 Lev Vygotsky’s Sociocultural Theory</p> <p>2.4 Cognitive Theory</p> <p>2.4.1 Jean Piaget’s Theory</p> <p>2.5 Ecological theory</p> <p>2.5.1 Bronfenbrenner’s Ecological Systems Theory</p>	
III	<p>Prenatal and Early years (Zero -Eight years)</p> <p>3.1 Prenatal development: Conception, stages and influences on prenatal development</p> <p>3.2 Birth and Neonatal development: Screening the newborn -APGAR Score, Reflexes and responses, neuro-perceptual development</p> <p>3.3 Milestones and variations in Development</p> <p>3.4 Environmental factors influencing early childhood development</p> <p>3.5 Role of play in enhancing development</p>	06
IV	<p>Early Adolescence (From nine years to eighteen years)</p> <p>4.1 Emerging capabilities across domains of physical and social emotional</p> <p>4.2 Emerging capabilities across domains related to cognition - metacognition,</p> <p>4.3 Issues related to puberty</p> <p>4.4 Gender and development</p> <p>4.5 Influence of the environment (social, cultural, political) on the growing child</p>	06
V	<p>Transitions into Adulthood</p> <p>5.1 Psychological well-being</p> <p>5.2 Formation of identity and self-concept</p> <p>5.3 Emerging roles and responsibilities</p> <p>5.4 Life Skills and independent living</p> <p>5.5 Career Choices</p>	06
	<p>Engagement with the field as part of course as indicated below</p> <p>Hands on Experience</p> <p>1. Observe children in early childhood education programme. Assess a child’s strengths and needs across all developmental and behavioral dimensions in the early childhood years and record</p> <p>2. Critically evaluate the intervention</p>	30

	programme related health, nutrition and Education of young children 3. Discuss the theoretical approaches of human development in the seminar/workshop in the classroom Writing Journal for reflection and case study	
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<ul style="list-style-type: none"> •Berk, L. E. (2000). Human Development. Tata Mc.Graw Hill Company, New York. •Berk, L.C. (2008). Child Development, New Delhi: Prentice Hall of India (Pvt.) Ltd. •Brisbane, E. H. (2004). The developing child. Mc.Graw Hill, USA. •Cobb, N. J. (2001). The child infants, children and adolescents. Mayfield Publishing Company, California. • Elizabeth B. Hurlock (1980). Developmental Psychology: A Life-Span Approach, Prentice Hall, New Delhi. • Hurlocl, E. B. (2005). Child growth and development. Tata Mc.Graw Hill Publishing Company, 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 Hill Publishing Company, New York. • Santrock, J. W. (2006). Child Development., Tata Mc.Graw Hill Publishing Company, New York. •Santrock, J. W. (2007). Adolescence. Tata Mc.Graw Hill Publishing Company, New Delhi 		

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	I		
Name of the Course	CONTEMPORARY INDIA AND EDUCATION		
Course Code	B24-SED-102		
Course Type	CC-2		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Explain the concept and scope of education and the philosophical perspectives to understand education. 2. Analyze the role of educational system in the context of Modern Ethos. 3. Discuss the concept of diversity and describe the strategies for addressing diverse learning needs of the children with disabilities. 4. Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in national and global contexts. 5. Critically analyze the historical development of education in India in general and education of children with disabilities 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Philosophical Foundations of Education <ol style="list-style-type: none"> 1.1. Concept and Nature of Education: Concept of Education (Meaning and definition), Aims of Education (Individual, Social and Democratic), Scope of education; Conceptual distinction between Education and Schooling, Learning, Training, Teaching, Instruction. 1.2. Agencies of Education: School, family, community and media as agencies of education, 1.3. Schools of Philosophy: Idealism, Naturalism, Pragmatism, Existentialism, Humanism, and Constructivism as Schools of Philosophy 1.4. Classical Indian Philosophies: Vedanta Darshan, Sankya Darshan, Budhism and Jainism 1.5. Contribution of Indian Philosophers: Sri Aurobindo, 		06

	Mahatma Gandhi, Rabindranath Tagore, J. Krishna Murthy, Sonam Wangchuk	
II	<p>Understanding Diversity</p> <p>2.1. Concept and Types of Diversity: Concept, Nature and Types of Diversity (Gender, linguistic, cultural, socio-economic and disability),</p> <p>2.2. Girl child with disability, twice exceptionality; Disability as a Social and Political Construct;</p> <p>2.3. Global Perspective: United Nations mandate on Disability, International Classification of Functioning, Disability and Health (ICF 2001 by WHO), Impairment, Disability and Handicap (IDH) (Classified by the WHO 1980),</p> <p>2.4. Diversity and learning; Attributions to diversity in learning, embracing diversity in schools, equity and inclusion</p> <p>2.5. Gender Equality as a Sustainable Development Goal (UN SDG5), Good Health and Wellbeing as a Sustainable Development Goal (UN SDG3), Quality Education as a Sustainable Development Goal (UN SDG4), Reduced Inequality as a Sustainable Development Goal (UN SDG10)</p>	06
III	<p>Commissions, Acts and Policies on Education in General and Children with Disabilities</p> <p>3.1. Constitutional Provisions: Reflecting on ideas of Equality, Liberty, Secularism, and Social Justice; Constitutional Provisions on Right to Education, Women Education, Education for the Weaker Section and Minorities, Education for the Diverse Need Sections.</p> <p>3.2. National Commissions University Education Commission (1948-49), Secondary Education Commission (1952-53), Education Commission (1964-66); National Policy on Education (NPE 1968), National Policy of Education (NPE 1986 and POA1992)</p> <p>3.3 National Education Policy (NEP, 2020), National Curriculum Framework (NCF, 2005), National Curriculum Framework for Teacher Education (NCFTE, 2009), National Curriculum Framework for School Education (NCFSE, 2023)</p> <p>3.4. International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006 (United Nations Committee on Right of Persons with Disabilities); MDG, 2015 (The Millennium Development Goals Report); INCHEON strategies</p>	06

	<p>(United Nations effort, Incheon Gan 2030); Biwako Millennium Framework.</p> <p>3.5. National Acts: RCI Act, 1992, PWD (Persons with Disability) Act, 1995, NT (National Trust) Act, 1999, RTE Act (2009 &2012) (Right to Education); The Right of Persons with Disability Act 2016.</p>	
IV	<p>Development in School Education and Equal Educational Opportunity</p> <p>4.1. Landmarks in Development of Education of Children with Disabilities: concept of disability in Surgeon Report, Disability in Charter Act 1823, Central Advisory Board of Education (CABE 1923) on children with hearing impairment (sign language), Indian perspective on Disability (Divyang Jan)</p> <p>4.2. Right to Education and Universal Access; Issues of Universal enrolment, Universal retention, and Universal learning;</p> <p>4.3. Issues of quality and equity: Physical, economic, social, cultural, l language issues in education (addressing multilingual practices of the children)</p> <p>4.4. Meaning of equality and constitutional provisions: equity and equality, prevailing nature and forms of inequality, including dominant and minority groups and related issues; inequality in schooling: public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance educationsystems.</p> <p>4.5. Programmes and Schemes: IEDC (1974, 1983) (Integrated Education for the Disabled Children), Samarga Shiksha Abhiyan [SSA (2000, 2011) (Sarva Shiksha Abhiyan), RMSA, 2009 (Rashtriya Madhyamik Shiksha Abhiyan)], IEDSS, 2009 (Inclusive Education of the Disabled at the Secondary Stage)</p>	06

V	<p>Challenges and Trends in Education</p> <p>5.1. Challenges of education across different levels from foundational to secondary stage</p> <p>5.2. Trends in delivery of educational service: inclusive education as a right based model, complementarily of inclusive and special schools, Community participation and community-based education</p> <p>5.3. Professional Development of Teachers: Aspiration and Qualities of Teachers, Professional Development of Teachers, In-service Teacher Education and Professional Development of Teachers</p> <p>5.4. Professional Ethics of the Teachers and Its Importance, Professional Identity of Teachers, Teacher as a Researcher, Teacher as a Facilitator</p> <p>5.5. Strategies for addressing the Issues of Professional Development of Teachers, National Education Policy (NEP 2020) on Professional Development of Teachers</p>	06
<p>Field Engagement/ Course-work</p> <ul style="list-style-type: none"> • Assignment: Prepare and submit an assignment of 1000 words describing the inequality in schooling and how the schools can address this challenge. • Visit: Visit to a special school and an inclusive school of your locality. Interview any 5 students from each school to find out that they like most in schools, that they dislike and problems they face. Prepare a report and submit. • Group Activity: organize a an exhibition on different Indian philosophers and their contribution 		30
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
<p>Recommended Books/e-resources/LMS:</p> <ul style="list-style-type: none"> • Convention on the Rights of the Child Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989 entry into force 2 September 1990, in accordance with article 49, https://www.ohchr.org/sites/default/files/Documents/ProfessionalInterest/crc.pdf • Dimitriadi, S. (2014). Diversity, special needs, and inclusion in early year education. SAGE India. • DoEPwD (2016). The Rights of Persons with Disabilities Act, Ministry of Social Justice and Empowerment, Govt. of India, New Delhi. https://www.iitg.ac.in/eo/sites/default/files/RPwDAct2016.pdf • DoSEL (2020). National Education Policy-2020, Department of School Education and Literacy, Ministry of Human Resource Development (now Ministry of Education), New Delhi. • DoSEL (2023). National Curriculum Framework for School Education 2023. , Department of School Education and Literacy, Ministry of Education), New Delhi. <p>https://www.education.gov.in/sites/upload_files/mhrd/files/ncf_2023.pdf</p>		

- DoSEL (2023). National Guidelines and Implementation Framework on Equitable and Inclusive Education, Department of School Education and Literacy, Ministry of Education, New Delhi.
- DoSEL(2009). The Right of Children to Free and Compulsory Education Act, 2009. Ministry of Human Resource Development (now Ministry of Education), New Delhi.
https://www.indiacode.nic.in/bitstream/123456789/13682/1/rte_act_2009.pdf
- Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford, Heinemann.
- Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M, Anupriya, C., & Salin, D. (2014). Including Children with Special Needs: Primary Stage. NCERT, New Delhi
- Mehra D. D. (2009). Education in Emerging Indian Education, Indian Education. Ludhiana: Tondan Publications, Books Market.
- MHRD (1968). National Policy on Education, 1968. Ministry of Human Resource Development (now Ministry of Education), New Delhi.
https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/NPE-1968.pdf
- MHRD(1986). National Policy on Education 1986. Ministry of Human Resource Development (now Ministry of Education), New Delhi. <https://ncert.nic.in/pdf/nep/npe86.pdf>
- MSJE (2006). National Policy for Persons with Disabilities 2006. Ministry of Social Justice and Empowerment, Government of India, New Delhi.
- Mukhopadhyay, S., & Mani, M. N. G. (2002). Education of Children with Special Needs, in Govinda, R. (2002) (Ed) India Education Report. Oxford University Press, New Delhi.
- Murthy, S. K. (2009). Philosophical and Sociological Foundation of Education. Ludhiana: Tondan Publication. Books Market.
- Narulla, S. & Naik, J. P. (1964). Student History of Education in India. Mc Millian & Co., of India Pvt. Ltd.
- National Policy and Education. (1986). MHRD. New Delhi: Govt. of India.
- Pathak, K. R. (2007). Education in the Emerging India. New Delhi: Atlantic Publishers.
- Pathak, R. P. (2009). Philosophical and Sociological Foundations of Education. New Delhi: Kanishka Publishers
- Pangatungan, M. (2022). Special education book: a resource book for teachers and other professionals servicing students with disabilities. Palmetto Publishing.
- Singh Y. K. (2007). Philosophical. Foundation of Education. New Delhi: APH Publication Corporation.
- Thakur, A. S., and Berwal, S. (2007). Education in Emerging Indian Society. New Delhi: National Publishing House.
- Tilak J.B.G (2018). Education and development in India: critical issues in public policy and development. Springer Singapore.

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	I		
Name of the Course	INTRODUCTION TO DISABILITIES		
Course Code	B24-SED-103		
Course Type	CDI-1		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Explain the various terms associated with disabilities 2. Classify various disabilities according to different frameworks 3. Describe the vital provisions for empowering persons with disabilities 4. Give details of the prevalence, characteristics and needs of various disabilities 5. Discuss the sensitivity to be kept in mind while working with persons with disabilities 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Basics of disability 1.1 Exceptionality: Concept, Types, Strengths and Characteristics 1.2 Diversity, Difficulty, Delay & Disability in learners 1.3 Myths and realities about disabilities. 2e- Twice exceptionality 1.4 21 Specified disabilities in RPwD (2016) and their educational implications 1.5 International Classification of Functioning (ICF) framework of WHO; inaccessible environments as a source of barriers for learners with disabilities		06
II	Significant provisions for empowerment of learners with disabilities in RPWD Act (2016) 2.1 Respect for difference and acceptance of persons with disabilities as part of human diversity 2.2 Benchmark disabilities & high support needs 2.3 Reasonable accommodations, equality and equity 2.4 Accessibility & barrier free environment for different disabilities 2.5 Effective participation and inclusion		06

III	Characteristics, incidence, prevalence, types, and needs of persons with; 3.1 Locomotor disabilities and Muscular Dystrophy 3.2 Cerebral Palsy and other neurological conditions 3.3 Blindness and Low vision 3.4 Hearing impairment 3.5 Speech and language disabilities	06
IV	Characteristics, incidence, prevalence, types, and needs of persons with; 4.1 Intellectual disability 4.2 Autism Spectrum Disorder 4.3 Specific Learning Disabilities 4.4 Multiple disability and deafblindness 4.5 Other disabilities included in the RPwD (2016)	06
V	Sensitivity while working with persons with disabilities 5.1 Use of respectable and ‘person first’ language and preserve identity 5.2 Avoid labeling except for certification purposes. 5.3 Uphold abilities and not limitations 5.4 Understand intersectionality of disability 5.5 Eliminate stereotypes	06
Transactions Lectures, readings, group discussions and debates		
Course work/Field engagements <ul style="list-style-type: none"> • Making awareness posters for avoiding labeling , upholding strengths • Awareness programs on celebrating days allocated for specific disabilities • Gathering state wise data about incidence of disability 		30
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<ul style="list-style-type: none"> • Batshaw, M. L., Roizen, N. J., & Lotrecchiano, G. R. (2012). Children with disabilities. Paul H Brooks Publishing. • Chavan, B.S, Ahmed, W., Gupta, R.K. (2022).Comprehensive text book on disability. New Delhi: JayPee brothers medical publishers (P) Ltd. • Chauhan, N. K. (2023). Introduction to disabilities. Book Enclave. • Dogbe, D. S. Q., Yeboah, K. A. (2020). Introduction to special education and disability studies. LAMBERT Academic Publishing. • Farrell, A. F. (2015). Educating special students: An introduction to provision for learners with disabilities and disorders. Sage Publications. 		

- Hodkinson, A. (2019). Key issues in special educational needs, disability and inclusion. SAGE Publication Ltd.
 - Johnstone, D. (2001). An introduction to disability. David Fulton Publisher.
 - Khatri, N. (2023). Introduction to disability. Walnut Publication.
 - Martin, J. E., & Martin, R. (2016). An introduction to special education: Making a difference. Pearson.
 - Mishra, P., Reddy, K. S., & Sridevi, K. (2021). Introduction to disabilities. Neelkamal Publications (P) Ltd (Hyderabad)
 - Ramaswamy, B. (2012). Introduction to disability basic concepts and issues. Kaniska Publication.
 - Shakespeare, T. (2018). Disability the basis. Routledge.
 - Smith, J., & Sewell, A. (2020). Introduction to special educational needs, disability and inclusion: a student's guide. SAGE Publication Ltd.
 - Wearmouth, J. (2023). Special educational needs and disability. Routledge.
 - Westwood, P. (2013). What teachers need to know about students with disabilities. ACER Press.
- Web links
- <https://depwd.gov.in/acts>
 - <http://www.ccdisabilities.nic.in/resources/disability-india>
 - <https://niua.in/intranet/sites/default/files/2458.pdf>
 - <https://cdnbbsr.s3waas.gov.in/s3e58aea67b01fa747687f038dfde066f6/uploads/2023/11/202311292033291428.pdf>
 - https://www.nhfdc.nic.in/upload/nhfdc/Persons_Disabilities_31mar21.pdf

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	I		
Name of the Course	INTRODUCTION TO EDUCATION OF STUDENTS WITH DISABILITIES		
Course Code	B24-SED-104		
Course Type	CDI-2		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Discuss the developments on the basis of advancements that rationalize the change in trends in the education of children with disabilities 2. Describe the national initiatives and provisions for education children with disabilities and their families 3. Explain the infrastructural requirements and pedagogical practices for various educational set ups 4. Explain and undertake their role responsibilities as a special educator 5. Discuss the readiness required for the future for education of students with disabilities 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Changing perspectives in the education of children with disabilities <ol style="list-style-type: none"> 1.1 Paradigm shift in the disability (re)habilitation models & its impact on education of children with disabilities 1.2 Understanding the segregated special education, integrated education and inclusive education from the lens of policy provisions and recommendations of National Acts provisions, Education commissions, Disability and Education policies, and International frameworks 1.3 Technological advancements leading to changing perspectives towards education of children with disabilities 1.4 Research in neuroscience and neuroplasticity contributing for early childhood education and intervention 1.5 Concept of 'high returns on early investment' facilitating early identification and intervention and education of children with disabilities 		06

II	<p>Current initiatives for education of children with disabilities</p> <p>2.1 Initiatives by various Ministries in setting up of CDEIC and DIEC centers and training of Aganwadis for facilitating early identification and intervention for inclusive education</p> <p>2.2 Setting up and supporting of special schools, centers, vocational education; provisions of various Govt schemes</p> <p>2.3 ‘Divyanjan’ as SEDGs and their educational empowerment; provisions in NEP 2020 and National Curricular Framework for Foundational Stage (2022), National Curricular Framework for School Education (2023)</p> <p>2.4 Training regular school teachers, norms for special educators, standards for teacher pupil ratio for inclusive education and accommodations for learning as directed by Supreme Court judgment (2021)</p> <p>2.5 Reservation of seats under RTE (2009) Act and creating barrier free environment in schools and e-content guidelines, provisions of open schooling</p>	06
III	<p>Changing role of a special educator</p> <p>3.1 Sensitizing community and Aganwadis for early identification and intervention, development of soft skills, attending skills and knowledge of ICT</p> <p>3.2 Home visits and need based home training, informed choices, supporting for conducting surveys as mentioned in RPwD Act (2016)</p> <p>3.3 Assisting families in availing facilities in schemes, concessions and preparation of UDID card and data management</p> <p>3.4 Working with general school teachers for inclusive pedagogy and supporting basic skills for learning for children with different disabilities</p> <p>3.5 Undertaking action research and attending continuous rehabilitation and professional development programs</p>	06
IV	<p>Setting up of the special centres and curricular strategies in special schools (12 hrs)</p> <p>4.1 Early intervention (below 3 years) infrastructural requirements, cross disability curriculum, school readiness programs and transition planning</p> <p>4.2 Foundational and preparatory (3 yrs to 11 yrs) infrastructural requirements and pedagogical practices</p> <p>4.3 Middle school (11 yrs to 14 years) and secondary (14 yrs to 18 years) infrastructural requirements and</p>	06

	<p>pedagogical practices, supporting career education of students with disabilities.</p> <p>4.4 Pedagogical practices for high support needs, multiple disabilities and independent living skills</p> <p>4.5 Maintaining school records and conducting parent meetings and programs for families</p>	
V	<p>Futuristic requirements for education of students with disabilities</p> <p>5.1 Using technological tools and apps for easing and enhancing communication, reading, writing and computing</p> <p>5.2 Blended and Web-Based educational service for distance learning for reaching the unreached</p> <p>5.3 UDL (Universal designs for learning) frameworks</p> <p>5.4 AI (Artificial intelligence) tools to surpass communication barriers, AI-powered assistive robots for assisting students with socio-emotional challenges; AI tools for collecting and preserving data for monitoring progress, fine-tuning teaching strategies, and identify potential learning roadblocks.</p> <p>5.5 Education for life and career skills: Critical thinking, problem solving, reasoned decisions, financial literacy, entrepreneurship skills, collaborations and risk taking abilities.</p>	06
<p>Transaction:</p> <p>Lectures, Symposiums, Desk reviews, Focus Group Discussions</p> <p>Course work/Field engagements</p> <ul style="list-style-type: none"> • Visits to various educational set ups • Interacting with Adults with disabilities and Senior retired professionals • Readings and reflections of biographies and institutional reports • Flow chart of accessing Govt schemes 		30
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
<p>Recommended Books/e-resources/LMS:</p> <ul style="list-style-type: none"> • Ajay Singh, Mark Viner, Chia Jung Yeh (2020). Special Education Design and Development Tools for School Rehabilitation Professionals, IGI Global, USA • Ange Anderson (2019). Virtual Reality, Augmented Reality and Artificial Intelligence in Special Education: A Practical Guide to Supporting Students with Learning Differences, Routledge; I edition • B S Chavan, Wasim Ahmad, Raj Kumari Gupta (Eds). Comprehensive Textbook on Disability (2022) ISBN: 978-93-5465-551-7 (2022), Jaypee brothers medical publishers, New Delhi 		

- Catlin Tucker, Katie Novak (2022). The Shift to Student-Led: Reimagining Classroom Workflows with UDL and Blended Learning, Impress, LP
 - Chandra, S. (2023). Universal Design for Learning Addressing the Barriers, IP Innovative Publication Pvt Ltd
 - Curricular framework for cross disability early intervention and school readiness, Pehal and Nipun, published by RCI, AYJNISHD (D) and Pratham
 - Disability and Inclusion: From rationale to reality, Ratan Sarkar, Dr. Mumtaz Begum Eds., New Delhi ISBN: 978-81-8435-469-0 Adyayan Publishers & Distributors,
 - Dr. Behzad Maqbool, Prof. Jayanthi Pujari (Editor). Changing Scenario and Emerging Trends in Special Education. Neelkamal publications
 - Dr. K. Ravikanth Rao and Dr. P. Dinakar (2016). Life Skills Education. Neelkamal publishers, Hyderabad
 - Edward A. Polloway, James R. Patton, Loretta Serna, Jenevie W. Bailey (2012). Strategies for Teaching Learners with Special Needs, Pearson publisher
 - G, Shirly., Kunnath, S K., Varghese, A., George, V M., (Eds) (2019). Disability: an overview. Trivandrum, NISH. ISBN: 9788193985007.
 - G. Lokanadha Reddy (2015). Role Performance of Special Education Teachers: Problems and Prospects. Discovery Publishing Pvt.Ltd
 - Himangshu Das & Rajesh Ramachandran (2022). Challenges in Transition: Autism Spectrum Disorder Eds, ISBN: 978-81-957612-1-0, published by NIEPMD, Chennai (www.niepmd.tn.nic.in/publications)
 - Keith Storey, Paul Bates, Dawn Hunter (2008). The Road Ahead Transition to Adult life for Persons with Disabilities. Training Resource Network, Inc
 - Khursheed Ahmad Butt (2022). National Higher Education Policy 2020: How to Make It Happen? Atlantic Publishers and Distributors (P) Ltd
 - Lawrence, Arul A.S & Thiyagarajan, P, (2021). Nation building through skill development. Tamil Nadu Open University. ISBN 978-81-951793-1-2
 - Mangal, S. K., Mangal, Shubhra (2019). Creating An Inclusive School. PHI Learning Pvt. Ltd
 - Manpreet Singh Manna, Balamurugan Balusamy, Meenakshi Sharma, Prithi Samuel (2023). Blended Learning and MOOCs-A New Generation Education System. Taylor & Francis group
 - Marilyn Friend (2007) Special Education: Contemporary Perspectives for School Professionals. Pearson publication
 - Mark Viner, Ajay Singh, Michael F. Shaughnessy (2022). Research Anthology on Inclusive Practices for Educators and Administrators in Special Education, IGI Global, USA
 - Mubarak Singh (2010). Education of Children with Special Needs, 01 Edition, Kanishka Publishers Distributors
 - Narayan, Jayanthi (2005). Creating play environment for children with sensory Impairment & additional disabilities
 - Nawale, Arvind & Nivargi, M & Gangane, A & Tiwari, Sandya. (2018). An Introduction to Life Skills. Macmillan Publishers ISBN: 9387914887
 - Neeru Gupta (2017). Major Issues & Challenges in Special Education in India. Horizon books
 - S.L. Sharma, B.S. Ghuman and Shital Parkash (Eds.) (2018). Higher Education In India: The Changing Scenario. Rawat publications.
 - Samuel Kai Wah Chu, Rebecca B. Reynolds, Nicole J. Tavares, Michele Notari, Celina Wing Yi Lee (2018) 21 Century Skills Development Through Inquiry-Based Learning From Theory to Practice. Springer Nature, Singapore
 - Satish Chandra (2023). Universal Design for Learning Addressing the Barriers, IP Innovative Publication Pvt Ltd
 - Verma, P, Panshikar, A & Gupta, Y (Eds.) (2019), Be the difference: equality & equity in education. New Delhi, ISBN: 978-93-82884-94-1 S R publishing house.
 - Yukti Sharma (2021). Inclusive Education Perspectives Praxis And Pedagogy, Pearson India
- Web based readings
- https://cbseacademic.nic.in/web_material/Manuals/handbook-inclusive-education.pdf

- <https://ici-s.umn.edu/files/qTxnhxmNxT/inclusive-education-strategies-textbook>
- https://main.sci.gov.in/supremecourt/2016/6641/6641_2016_3_1501_30887_Judgement_28-Oct-2021.pdf
 - https://manuu.ac.in/DDE-SelfLearnmaterial/BEDD116DST_July4.pdf
 - <https://n20.ncert.org.in/pdf/publication/otherpublications/tiicsnups101.pdf>
 - <https://ncert.nic.in/accessibility.php>
 - <https://ncert.nic.in/pdf/CWSN-FAQs.pdf>
 - <https://ncert.nic.in/pdf/publication/otherpublications/SpecialNeeds.pdf>
 - <https://niepid.nic.in/Educating%20Children%20With%20Learning%20Problems.pdf>
 - <https://unesdoc.unesco.org/ark:/48223/pf0000186611>
 - <https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/CONTEMPORARY%20INDIA%20AND%20EDUCATION.pdf>
 - https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/Confluence.pdf
 - https://www.education.gov.in/sites/upload_files/mhrd/files/infocus_slider/NCF-School-Education-Pre-Draft.pdf
 - https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
 - [https://www.hzu.edu.in/bed/Basics-in-Education%20\(NCERT\).pdf](https://www.hzu.edu.in/bed/Basics-in-Education%20(NCERT).pdf)
 - <https://www.niepid.nic.in/Handbook%20on%20EIC.pdf>
 - <https://www.oecd.org/education/school/50293148.pdf>
 - https://www.researchgate.net/publication/373041128_Combining_Artificial_Intelligence_with_Special_Education
 - <https://www.ugc.gov.in/e-book/SKILL%20ENG.pdf>
 - <https://www.unicef.org/eap/media/6421/file/Education%20for%20every%20ability.pdf>
 - <https://www.unicef.org/media/126506/file/UNICEF-Right-to-Education-Children-Disabilities-ENG.pdf>
 - <https://www2.ed.gov/documents/ai-report/ai-report.pdf>

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	I		
Name of the Course	IDENTIFICATION OF CHILDREN WITH VISUAL IMPAIRMENT AND ASSESSMENT OF NEEDS		
Course Code	B24-SED-105		
Course Type	DSC-1		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Describe the process of seeing including structure of eye and common eye defects. 2. Explain the etiology of visual impairment. 3. Analyse the implications of visual impairment and identify their needs. 4. Develop skills to identify and assess children with visual impairment. 5. Describe the needs and develop skills to assess children with visual impairment and additional/associated disabilities (VIAD). 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Understanding Vision and Visual Impairment 1.1 Process of seeing with basic concept of Refraction, visual acuity, visual field, fusion, depth perception, etc. 1.2 Structure & function of eye 1.3 Visual perception and psychological aspects of vision 1.4 Concept and definitions of blindness and low vision (WHO & RPwD Act, 2016) 1.5 Development of vision in child (from birth)		06
II	Common Eye Disorders & Visual Impairment 2.1 Loss of Visual acuity, visual field, colour vision and contrast sensitivity		06

	<p>2.2 Different Refractive Errors</p> <p>2.3 Vitamin-A deficiency, Cataract, Glaucoma, Corneal ulcer, trachoma and other infectious diseases</p> <p>2.4 Strabismus, Nystagmus & Amblyopia</p> <p>2.5 Disorders related to receptive aspects: Albinism, Retinal detachment, Retinitis pigmentosa, Retinopathy of prematurity, Cortical Visual Impairment, Optic atrophy and macular degeneration, etc.</p>	
III	<p>Implications of Visual Impairment (Low Vision & Blindness)</p> <p>3.1 Implications of visual impairment: Psycho-social & Educational</p> <p>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</p> <p>3.3 Effect of visual impairment on growth and development: Physical, Motor, Language, Socio-emotional, and Cognitive development</p> <p>3.4 Educational needs of the students with visual impairment: personal, Educational, Social, Emotional and Vocational aspects</p> <p>3.5 Coping strategies to overcome the implications of visual impairment (low vision & blindness).</p>	06
IV	<p>Identification and Assessment of Visual Impairment</p> <p>4.1 Identification of Visual Impairment: Role of Teachers and Screening Checklists for Teachers</p> <p>4.2 Clinical assessment of vision – Concept, need, procedure and interpretation.</p> <p>4.3 Functional assessment of vision: Concept, need and methods</p> <p>4.4 Psychological Assessment for of the students with visual impairment: Different adapted tests</p> <p>4.5 Tools of functional assessment of vision and skills Functional skills inventory for the blind (FSIB), Low Vision Assessment by Jill Keeffe, Lea tests, and Portfolio assessment</p>	06
V	<p>A Assessment of Needs of Children with VIAD (Visually Impaired with Associated Disabilities)</p> <p>5.1 Definition, Concept and etiology of VIAD</p> <p>5.2 Impact of VIAD on growth and development</p> <p>5.3 Challenges faced by VIAD</p> <p>5.4 Screening, and identification of Visually Impaired children with associated disabilities</p> <p>5.5 Multidisciplinary assessment of VIAD</p>	06

Suggested Course Work/ Practical/ Field Engagement			
<ul style="list-style-type: none"> • Present a seminar on implications of visual impairment on the personality of the visually impaired • Use checklists prepared by national level organisations (NCERT, NIEPVD or others) for identification of vision related problems • Prepare material on early indicators of visual impairment and prevention of visual impairment • Supervised use of tests: eg. Vithoba Paknikar Performance Test, A short 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 for Visually Handicapped Children. 		30	
Total Contact Hours		60	
Suggested Evaluation Methods			
Internal Assessment: 15		End Term Examination: 35	
➤ Theory	15	➤ Theory:	35
• Class Participation:	4	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	4		
• Mid-Term Exam:	7		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
<ul style="list-style-type: none"> • 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 step guide to teaching students with vision impairment and additional disabilities, including deafblindness. India: Voice and vision. • Holbrook, M. C., & Koenig, A. J. (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. AFB Press, New York. • Hyvarinen, L., & Jacob N. (2011). What and how does this child see: assessment of visual functioning for development and learning. Vistest Ltd., Finland. • Kumar, P. (2018). Alp Drishti Bachhe (Hindi). Delhi: S R Publising House • Kundu, C.L. (2000). Status of Disability in India. RCI, New Delhi. • Leat, S.J., Shute R.H., & Westall, C.A. (1999). Assessing children's vision: A handbook. Butterworth-Heinemann, Oxford. • Mani, M.N.G. (1992). Concept development of blind children. SRK Vidyalaya, Coimbatore. • Mani, M.N.G. (2001). Reading Preference Test (REPT) for Children with Low Vision. Coimbatore: International Human Resource Development Centre for the Disabled. • Mukhopadhyay, S., Mani, M.N.G., RoyChoudary, M., & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. NCERT, New Delhi. • National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind. NIVH, Dehradun. • NIEPVD (2020). Effective Schools for Students with Visual Disabilities (Quality Indicators and Parameters). NIVH Dehradun. Retrieved online on 22/11/2023 from https://nivh.gov.in/pdfdoc/qualityindicators.pdf • NIEPVD (2022). Expanded Core Curriculum (Hindi) Vistarit Mool Pathchariya. National Institute for the Empowerment of Persons with Visual Disabilities. Available at https://nivh.gov.in/?page_id=7391 • NIEPVD (2023). Screening Checklist for Vision Difficulties in Students . National Institute for the Empowerment of Persons with Visual Disabilities. Available at https://nivh.gov.in/?page_id=7391 • NIEPVD (2016). Visual Disability: A Resource Book for Teachers. Vo. 1. National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun 			

- NIEPVD (2016). Visual Disability: A Resource Book for Teachers. Vo. 2. National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun
- Scholl, G. T. (1986). Foundations of the education for blind and visually handicapped 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). Eysenck Personality Questionnaire (EPQ) for the Visually Handicapped. NIVH. Dehradun.
- Singh, T.B. (1986). Standardisation of Cornell Medical Index on Visually Handicapped children. NIVH, Dehradun.
- Singh, T.B., & Sati, G. (1992). Use of Blind Learning Aptitude Test as a performance measure for the assessment of Visually Handicapped Children in India. NIVH, Dehradun.
- Warren, D.H. (1983). Blindness and Early Childhood Development. AFB Press. New York.
- Punani, B., & Rawal, N. (1993). Handbook: Visual Impairment. Ashish Publishing House, New Delhi.
- Bright Hub Education. (2012). Identifying Students with Visual Impairment. Retrieved from <http://www.brighthubeducation.com/special-ed-visual-impairments/69240-early-signs-of-visual-impairment-in-a-child/>

Session: 2024-25			
Part A - Introduction			
Name of the Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	I		
Name of the Course	Visits & Writing Reports		
Course Code	B24-SED-106		
Course Type	PCPDS-1		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Write reports on quality of education, delivery in special schools. 2. Write reports on quality of services/training provided in Rehabilitation Centres/Inclusive schools 3. Use various assessment tools for assessing the Children with the Visual Impairment 4. Prepare TLM for learners with Visual Impairment 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	0	4	4
Internal Assessment Marks	0	15	15
End Term Exam Marks	0	35	35
Max. Marks	0	50	50
Examination Time	0	03:00 hours	
Part B- Contents of the Course			
Practicals			Contact Hours
1	Tasks	Specific Activities	30
	Visits to Special Schools (Visual Impairment) & Writing Reports *At least 2 Special Schools to be visited	<ul style="list-style-type: none"> • Study the infrastructure, resources available in a special school, • List the best practices offered by the schools/organizations visited. • Write a report on the quality of education delivery in the special schools / organizations visited based on the feedback from the students. • Include the suggestions on what can be done to make it better. • Exposure to Sensory Kit, Functional Assessment Kit, Braille Record, Tactile Teaching Learning Material Preparation, Identification and Assessment Records, etc. are expected 	

2	Visits to Rehabilitation Centre & Special Schools (Other Disability) and writing Reports	<ul style="list-style-type: none"> • Study the infrastructure, resources available in a special school, • List the best practices offered by the schools/centres visited. • Write a report on the quality of services or training based on the feedback from the clients or beneficiaries. • Include suggestions on what can be done to make it better. • Exposure to Functional Assessment Kit, Records, Assessment Records, etc. are expected. 	30
		Total contact hours	60
Suggested Evaluation Methods			
Internal Assessment: 15		End Term Examination: 35	
➤ Practicum	15	➤ Practicum	35
• Class Participation:	2.5	Lab record, Viva-Voce, write-up and execution of the practical	
• Seminar/Demonstration/Viva-voce/Lab records etc.:	5		
• Mid-Term Exam:	7.5		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			

Session: 2024-25			
Part A - Introduction			
Name of the Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	I		
Name of the Course	Classroom Observation at Different Levels and of Different Subjects		
Course Code	B24-SED-107		
Course Type	PCPDS-2		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Write comprehensive reports on class observation in special and inclusive schools 2. Use learning & Insights, feedback etc for report writing 3. Observe and write diverse teaching & learning processes of school subjects 4. Use a variety of strategies and techniques to teach different subjects 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	0	4	4
Internal Assessment Marks	0	15	15
End Term Exam Marks	0	35	35
Max. Marks	0	50	50
Examination Time	0	03:00 hours	
Part B- Contents of the Course			
Practicals			Contact Hours
Sr. No.	Tasks	Specific activities	
1	Classroom Observation at different levels and of different subjects	<ul style="list-style-type: none"> • Subject-Specific Classroom Observations at Special Schools and Inclusive Schools • Observe various activities such as conversation, directed activity, story-telling, assessment, introduction, etc. • Write the observation report. • Include the learnings & insights, feedback, and areas of improvement in the observation report. • It is desirable that observation of classroom activities is spread across the semesters 	60
		Total contact hours	60
Suggested Evaluation Methods			
Internal Assessment: 15		End Term Examination: 35	
➤ Practicum	15	➤ Practicum	35
• Class Participation:	2.5	Lab record, Viva-Voce, write-up and execution of the practical	
• Seminar/Demonstration/Viva-voce/Lab records etc.:	5		
• Mid-Term Exam:	7.5		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			

Session: 2024-25			
Part A - Introduction			
Name of the Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	I		
Name of the Course	Supportive Skill Training (Assistive Technologies, Functional Academic Skills etc.)		
Course Code	B24-INT-108		
Course Type	PCDS-1		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Acquire skills of classroom teaching on functional academics 2. Use special equipment's and assistive devices for the children with CWVI 3. Develop sensory efficiency among VI students for optimal use of remaining senses 4. Acquire skills of orientation & Mobility and independence skills among students with VI 5. Provide accessible support to CwVI in communication, career education etc. 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	6	6	12
Internal Assessment Marks	0	45	45
End Term Exam Marks	0	105	105
Max. Marks	0	150	150
Examination Time	0	03:00 hours	
Part B- Contents of the Course			
Practicals			Contact Hours
Sl. No.	Domain	Specific activities	
1	Learning Functional Academic Skills	Preparing Reading Readiness Materials Reading & Writing Braille: Learning English Braille Grade 1 & 2 ; and Learning Bharti Braille (Hindi or Any one regional Language)	30 + 30
2	Assistive Technologies (Manual, Electronic& Advanced)	Teaching Manual Technologies (Abacus. TaylorFrame, Geometry Kit, etc.) Magnifiers, Non-Optical Devices, DAISY Players Advanced Assistive Technologies (RBD/Notetakers, Screen Readers, Screen Magnifiers, Braille Translators, Embossers, Smart Caneetc.)	15 + 15
3	Sensory Efficiency	Sensory training for optimal use of remainingsenses (including remaining vision)	7+ 8
4	Independent LivingSkills	Personal Hygiene, eating skills/Etiquettes, foodpreparation, time and money management,	8 + 7

		clothing care, and household tasks.	
5	Orientation & Mobility (Learning)	Learning Orientation and Mobility skills including sighted guide techniques, protective techniques, searching techniques, cane techniques,	15+ 15
6	Other ECC Components	Hands on training on special leisure & recreational devices for CwVI, Exercises on Improving social communication skills, Self-Determination, Facilitating Career Education	15 + 15
		Total contact hours	180
Suggested Evaluation Methods			
Internal Assessment: 45		End Term Examination: 105	
➤ Practicum	45	➤ Practicum	105
• Class Participation:	7.5	Lab record, Viva-Voce, write-up and execution of the practical	
• Seminar/Demonstration/Viva-voce/Lab records etc.:	15.0		
• Mid-Term Exam:	22.5		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	II		
Name of the Course	LEARNING, TEACHING AND ASSESSMENT		
Course Code	B24-SED-201		
Course Type	CC-3		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Discuss the theories of learning and intelligence and their applications for teaching children 2. Analyse the learning process, nature and theory of motivation 3. Describe the stages of teaching and learning and the role of teacher 4. Demonstrate understanding of the teaching learning process including focus on students with and without diverse learning needs, 5. Analyse the scope and role of assessment in teaching learning process including focus on students with and without disabilities. 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Human Learning and Intelligence 1.1 Human learning: meaning, definition and concept formation 1.2 Learning theories: - Behaviourism: e.g. Pavlov, Thorndike, Skinner - Cognitivism: e.g. Piaget, Bruner - Social Constructivism: e.g. Vygotsky, Bandura 1.3 Intelligence: - Concept and definition - Theories: e.g. Two-factor, Multifactor, Triarchic Theory (Robert Steinberg) 1.4 Creativity: Concept, Definition and Characteristics 1.5 Implications for Classroom teaching and learning in special and inclusive class room settings		06

II	<p>Learning Process and Motivation</p> <p>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</p>	06
III	<p>Teaching Learning Process</p> <p>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, Social and Physical 3.5 Leadership role of teacher in special and inclusive Classroom, school and community</p>	06
IV	<p>Overview of Assessment and School System</p> <p>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 and examination 4.4 Formative and summative evaluation, Curriculum Based Measurement, with particular references to students with disabilities/diverse learning needs 4.5 Key concepts in evaluation: e.g. marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement options</p>	06
V	<p>Assessment: Strategies and Practices</p> <p>5.1 Strategies: e.g. Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of learning landmark, cloze set/openset and other innovative measures - Meaning and procedure</p> <p>5.2 Typology and levels of assessment items: e.g. Multiple choice, open ended and close ended; direct, indirect, inferential level</p> <p>5.3 Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions</p> <p>5.4 Assessment of learners with diverse learning needs: Exemptions, concessions, adaptations and accommodations; School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), National Curriculum Framework (NCF), Right to Education Act (RTE, 2009) , National Policy on Education (NEP, 2020), Rights of Persons with disabilities Act (RPwD Act, 2016)</p>	06

<p>Transaction</p> <p>The concepts and theoretical precepts included in this course should be explained with reference to children with and without disabilities. The effort of transaction should be to enhance the understanding of how learning occurs in different settings and what can be the suitable means of its assessment. Evaluation may be done by asking the learners to interact with children with and without disabilities in any learning environment and present a report of the same.</p>			
<p>Course work/Practical/Field Engagement</p> <p>1. Observe children in a class in special, regular and inclusive schools respectively and describe similarities and differences in teaching-learning contexts and submit a report.</p> <p>2. Prepare a Self-study report on individual differences among learners.</p> <p>4. Compile three curriculum based assessment tools in any one subject area by doing a web search,write a report.</p>		30	
Total Contact Hours		60	
Suggested Evaluation Methods			
Internal Assessment: 15		End Term Examination: 35	
➤ Theory	15	➤ Theory:	35
• Class Participation:	4	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	4		
• Mid-Term Exam:	7		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
<ul style="list-style-type: none"> • Amin, N. (2002). Assessment of Cognitive Development of Elementary School Children: A Psychometric Approach. New Delhi: Jain Book Agency. • Chauhan, S.S. (2013). Advanced Educational Psychology. New Delhi: Jain Book Agency, • King-Sears, E.M. (1994). Curriculum Based Assessment in Special Education. San Diego: Singular Publishing Group. • Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective. New Delhi: McGraw Hill Education (India) Private Limited. • Salvia, J., Ysseldyke, J. E. and Bolt, S. (2007). Assessment in Special and Inclusive Education. Boston: Houghton Mifflin Company. • Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional Assessment of Children and Adolescents, New York: Routledge. • Woolfolk, A., Misra, G., & Jha, A.K. (2012). Fundamentals of Educational Psychology, (11th ed). New Delhi: Pearson Publication. • https://sites.google.com/site/webresourcesforlearning/home • https://www.cambridgeenglish.org/teaching-english/professional-development/cambridge-english-teaching-framework/teaching-learning-and-assessment/ • http://teachinglearningresources.pbworks.com/w/page/19919565/Learning%20Theories • https://www.ncbi.nlm.nih.gov/books/NBK562189/ 			

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	II		
Name of the Course	Pedagogy of Teaching Science		
Course Code	B24-SED-202		
Course Type	CC-4		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Explain the role of science in day to day life and its relevance to modern society. 2. Describe the aims and objectives of teaching science at school level. 3. Demonstrate and apply skills to select and use different methods of teaching the content of sciences. 4. Demonstrate competencies of planning for teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences. 5. Demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences. 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Nature and Significance of Science <ol style="list-style-type: none"> 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 		06
II	Planning for Instruction <ol style="list-style-type: none"> 2.1 Aims and Objectives of Teaching Science in Elementary and Secondary School 2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms 		06

	<p>2.3 Lesson Planning – Importance and Basic Steps. Planning Lesson for an Explanation, Demonstration, and Numerical Problem in Teaching of Sciences</p> <p>2.4 Unit Planning – Format of A Unit Plan</p> <p>2.5 Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical Analysis</p>	
III	<p>Approaches and Methods of Teaching Sciences</p> <p>3.1 Pedagogic principles, Process Approach, Direct Experience Approach, Inductive- Deductive Approach</p> <p>3.2 Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL)</p> <p>3.3 Project Method, Survey, Field-inquiry and Heuristic Method</p> <p>3.4 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), Situated/Contextual Learning with reference to Children with Disabilities</p> <p>3.5 Constructivist, phenomenological and computational thinking approaches and their application in Teaching Science</p>	06
IV	<p>Learning Resources with reference to Children with Disabilities for Teaching Science</p> <p>4.1 Teaching Learning Aids – Need, Importance, Selection, Use and Classification of Aids Based on Type of Experience, Audio Visual Aids, Multimedia, Charts, and Models (Tactile and Visual)</p> <p>4.2 Importance of science learning and enrichment activities- Science Circles, Topic-based and Project-based club (eg. Eco-club, Health and well-being club), Science Exhibition, activities in tinkering laboratory, Science journals for learners, science-tech activities, and Significance of enrichment activities with reference to Children with Disabilities</p> <p>4.3 The Science Laboratory-Planning organization of Lab, storage, adaptation in science lab and apparatus, science apparatus for all learners(UD-equipment), Assistive technology for learning</p>	06

	<p>science and Virtual/digital/app-based science laboratory, Safety of learners and scientific Equipments, Significance of science lab (physical/virtual) with reference to Children with Disabilities</p> <p>4.4 Aquarium, Vivarium – Role in learning science, setting, care & maintenance</p> <p>4.5 Museum, Botanical, Zoological and Herbal Garden: Role in learning science, project and field work activities.</p>	
V	<p>Assessment and Evaluation</p> <p>5.1 Assessment and Evaluation- Concept, Nature and Need, Flexibility in assessment</p> <p>5.2 Norm Referenced & Criterion Referenced Evaluation, School bas</p> <p>5.3 Tools and Techniques for Formative and Summative Assessments</p> <p>5.4 Preparation of Diagnostic Test, Achievement Test and holistic development reportcard.</p> <p>5.5 Adaptations of Evaluation Procedure With Reference To Children With Disabilities</p>	06
<p>Transaction</p> <p>Transaction of this course will include active engagement of learners in science activities, interactive talks & lectures, demonstrations and observations, exposure to varied settings-science labs, virtual labs, schools and classrooms, field-trips to science-park/garden/museum/other science-learning establishments, projects and assignments, participation in quizzes, seminars, exhibitions and competitions.</p> <p>Practical/ Field Engagement</p> <p>Preparation of a multimedia presentation on a topic from Science content keeping students with disabilities in view.</p> <p>Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities.</p> <p>Curricular adaptations for teaching Sciences to students with disabilities.</p> <p>Designing/adaptation in science apparatus to facilitate participation of children with disabilities in science-learning activities (any five of your choice).</p> <p>Exploring and using teaching- learning apps/e-content suitable to teach scientific concepts to children with disabilities in an inclusive classroom</p>		30
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		

- Buxton, A. C. (2010). Teaching Science in Elementary and Middle School. New Delhi: Sage Publications.
- Bybee, R. (2010). The teaching of science: 21-century perspectives. Arlington, VA: NSTA Press, USA.
- Fensham, P.J. (1994). The content of Science: A constructive Approach to its Teaching and Learning. Washington, D.C: The Falmer Press.
- Gupta, V. K. (1995). Teaching and Learning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd.
- Joshi, S. R. (2005). Teaching of Science. New Delhi: A.P.H Publishing Corporation.
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments, Sydney: North Rocks Press.
- Lawson, E. A. (2010). Teaching Inquiry Science in Middle School, New Delhi: Sage Publications.
- 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: Sterling Publishers.
- 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.
- NCERT (2013). Pedagogy of Science-Physical Science (Part-I). Textbook for B.Ed. New Delhi: NCERT. (available at www.ncert.nic.in)
- NCERT (2013). Pedagogy of Science-Physical Science (Part-II). Textbook for B.Ed. New Delhi: NCERT. (available at www.ncert.nic.in)
- NCERT (2016). In-Service Training Programme Pedagogy of Science-Physical Science (Part-II). Textbook for B.Ed. New Delhi: NCERT. (available at www.ncert.nic.in)
- NCERT (2019). Pedagogy of Science. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi: NCERT. (available at www.ncert.nic.in)
- NCERT (2019). School Based Assessment. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi: NCERT. (available at www.ncert.nic.in)
- NIVH (1992). Handbook for the teachers for the visually handicapped, Dehradun
- Scholl, G.T. (1986). Foundations of education for blind and visually handicapped children and youth, New York: American Foundation for the blind.
- Sharma, R.C. (2005). Modern Science teaching, Delhi: Dhanpat Rai & 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.
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- Vanaja, M. (2006). Teaching of Physical Science, Hyderabad: Neelkamal Publications.
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Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	II		
Name of the Course	Pedagogy of Teaching Mathematics		
Course Code	B24-SED-203		
Course Type	CC-4		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Explain the nature of Mathematics and its historical development with contribution of Mathematicians. 2. Describe the aims and objectives of teaching Mathematics at school level. 3. Demonstrate and apply skills to select and use different methods of teaching Mathematics. 4. Demonstrate competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences. 5. Demonstrate skills to design and use various evaluation tools to measure learner achievement in Mathematics. 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	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, Aryabhata, Bhaskaracharya, Euclid, Pythagoras) 1.5 Perspectives on Psychology of Teaching and Learning of Mathematics- Constructivism, Enactivism, Vygotskyian Perspectives, and Zone of Proximal Development		06
II	Objectives and Instructional Planning in Mathematics 2.1 Aims and Objectives of Teaching Mathematics in Elementary and Secondary		06

	<p>Schools</p> <p>2.2 Bloom’s Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms</p> <p>2.3 Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry</p> <p>2.4 Unit Planning – Format of A Unit Plan</p> <p>2.5 Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis. Classification of Content, Objective, Evaluation, etc</p>	
III	<p>Strategies for Learning and Teaching Mathematics</p> <p>3.1 Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts</p> <p>3.2 Learning By Exposition: Advanced Organizer Model</p> <p>3.3 Methods of Teaching- Mathematics experiencing activities, Inquiry-based teaching-learning, Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, Project and Integrating Science, Technology, Engineering, Arts and Mathematics (STEAM) approach.</p> <p>3.4 Techniques of Teaching Mathematics: Indian Knowledge System/Indigenous knowledge and practices, Oral Work, Written Work, Drill-Work, Brain- Storming and Computer Assisted Instruction (CAI), integration of arts, sports and science in teaching mathematics.</p> <p>3.5 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), Situational/ Contextual Learning and computational thinking,</p>	06
IV	<p>Teaching-Learning Resources in Mathematics for Students with Disabilities</p> <p>4.1 Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory, care and maintenance</p> <p>4.2 Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing and Measuring Instruments, Drawing Instruments, Models, Concrete Materials, Surveying Instruments with reference to Children With</p>	06

	<p>Disabilities</p> <p>4.3 Mathematics learning and enrichment activities- Mathematics Club, Topic-centred and project based clubs, Quiz and debate clubs, Maths Olympiads and competitions</p> <p>4.4 Mathematics learning devices: Abacus, Cussionaire Rods, Fractional Discs, Napier Strips</p> <p>4.5 Technological support in learning mathematics- Virtual mathematics laboratory, Maths learning apps, assistive technology, e-contents and other digital materials, Calculators, Computers, Smart Boards, Multimedia Presentations, and Special, adapted and universally designed mathematical learning aids for Children With Disabilities</p>	
V	<p>Assessment and Evaluation for Mathematics Learning</p> <p>5.1 Assessment and Evaluation- Concept, Importance and Purpose, Flexibility in assessment.</p> <p>5.2 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures</p> <p>5.3 Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics, School Based Assessment in Mathematics and assessment of holistic development.</p> <p>5.4 Preparation of Diagnostic, Achievement Test and holistic development report card.</p> <p>5.5 Adaptations in Evaluation including techno-based evaluation Procedure for StudentsWith Disabilities</p>	06
	<p>Transactions</p> <p>Transaction of this course will include active engagement of learners in mathematics learning activities, interactive talks & lectures, demonstrations and observations, exposure to varied settings-mathematics labs, virtual labs, schools and classrooms, field- trips for mathematical survey and Indian Knowledge System, projects and assignments, participation in quizzes, workshops and seminars, exhibitions and competitions.</p> <p>Practical/ Field Engagement/ Project Work</p> <ul style="list-style-type: none"> • Preparation of a multimedia presentation on a topic with special reference to studentswith disabilities • Designing procedures of assessment through multiple evidences to ensure understanding of mathematical concepts, skills and capacities (eg. Procedural fluency, Computational thinking, problem 	30

	<p>solving etc.)- designing individual and group activities for assessment, assignments, projects, real-life experiences, questionpapers, quizzes etc.</p> <ul style="list-style-type: none"> Analyzing errors committed by school children in Mathematics and preparing a remedial plan Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities 	
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<ul style="list-style-type: none"> Carey, L.M. (1988). Measuring and Evaluating School Learning. Allyn and Bacon, Boston. Chambers, P. (2010). Teaching Mathematics. Sage Publication, New Delhi. Chapman, L.R. (1970). The Process of Learning Mathematics. Pergamon Press, New York. 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. Blackwell Publishers Ltd., New York. Gupta, H. N., & Shankaran, V. (1984). Content-Cum-Methodology of Teaching Mathematics. NCERT, New Delhi. James, A. (2005). Teaching of Mathematics. Neelkamal Publication, New Delhi. Keeley, P. K., & Cheryl, T. R. (2011). Mathematics Formative Assessment. Sage Publications. London. Kumar, S. (2009). Teaching of Mathematics. Anmol Publications, New Delhi. Mangal, S.K. (1993). Teaching of Mathematics. Arya Book Depot, New Delhi. Mani, M. N. G. (1992). Techniques of Teaching Blind Children. Sterling Publishers, New Delhi. Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G., & Raychaudhary, N. (1988). Sourcebook for Training Teachers of Visually Handicapped. NCERT, New Delhi. NCERT(2012). Pedagogy of Mathematics. Textbook for B. E New Delhi: NCERT. (available at www.ncert.nic.in) NCERT (2015). Including Children with Special Needs-Upper Primary Stage. New Delhi: NCERT. (available at www.ncert.nic.in) NCERT (2019). Pedagogy of Mathematics. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi: NCERT. (available at www.ncert.nic.in) NCERT (2019). School Based Assessment. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi: NCERT. (available at www.ncert.nic.in) NCERT(2022). National Curriculum Framework for Foundational Stage. New Delhi: NCERT. (available at www.ncert.nic.in) NCERT (2023). National Curriculum Framework for School Education. New Delhi: NCERT. (available at www.ncert.nic.in) Nemeth, A. (1973). Nemeth Code for Mathematics and Scientific Notation. American Printing House, Loviseville. Siddhu, K.S. (1990). Teaching of Mathematics. Sterling Publishers, New Delhi. 		

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- NCERT (2016). In-Service Training ProgrammePedagogy of Science-Physical Science (Part-II). Textbook for B.Ed. New Delhi:NCERT. (available at www.ncert.nic.in)
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- NCERT (2019). School Based Assessment. National Initiatives for School Heads’ and Teachers Holistic Advancement. New Delhi:NCERT. (available at www.ncert.nic.in)
- NIVH (1992). Handbook for the teachers for the visually handicapped, Dehradun
- Scholl, G.T. (1986). Foundations of education for blind and visually handicapped children and youth, New York: American Foundation for the blind.
- Sharma, R.C. (2005). Modern Science teaching, Delhi: Dhanpat Rai & Sons.
- Siddiqui, H. M. (2007). Teaching science, New Delhi: Balaji offset.
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- Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & Deep Publishers.
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Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	II		
Name of the Course	Pedagogy of Teaching Social Science		
Course Code	B24-SED-204		
Course Type	CC-4		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Explain the concept, nature and scope of social science. 2. Develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching. 3. Develop skills in preparation and use of support materials for effective social science teaching. 4. Develop the ability to organize variety of learning and enrichment activities and community resources for promoting social science learning. 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	<p style="text-align: center;">Nature of Social Sciences</p> <ol style="list-style-type: none"> 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 		06
II	<p style="text-align: center;">Curriculum and Instructional Planning</p> <ol style="list-style-type: none"> 2.1 Organization of social science curriculum at school level- considerations from Indian Knowledge System and rootedness in India, progressive from local to global, real and diverse, narratives and evidence-based, interdisciplinary, adequate, relevant and representations of socio-cultural capitals, livelihood and economy, democracy and governance, and humanistic values and environmental concerns. 2.2 Instructional Planning: Concept, need and importance 		06

	<p>2.3 Unit plan and Lesson plan: need and importance</p> <p>2.4 Procedure of Unit and Lesson Planning</p> <p>2.5 Adaptation of unit and lesson plans for children with disabilities</p>	
III	<p>Approaches to teaching of Social Science</p> <p>3.1 Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive</p> <p>3.2 Methods of teaching social science: lecture, conversations, discussions and debates, socialized recitation, case-studies, evidence-survey, source-auditing, project method, Inquiry and analytic method, Reflective essays and critics, creativity (models and artefacts)</p> <p>3.2.1. Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, story-telling, Role play, Group and self-study, programmed learning, inductive thinking, Concept mapping, expository teaching and problem solving</p> <p>3.3 The Social Science Laboratory-Planning organization of Lab, storage, accessible lab, equipment and resource materials, Assistive technology for learning social science and Virtual/digital/app-based social science laboratory, Significance of social science lab (physical/virtual) with reference to Children with Disabilities</p> <p>3.4 Instructional material for teaching of social science: Time-lines & Genealogical charts, Maps & Globes, literatures and journals, textbooks and supplementary readers (in accessible formats), sources from ancient and contemporary arts, heritage and culture, museum multimedia, Television, Films & Filmstrips, Social science games and e-contents and digital materials</p> <p>3.5 Adaptations of curriculum and resource materials for teaching social sciences to children with disabilities</p>	06
IV	<p>IV: Assessment and Evaluation of Learning in Social Science</p> <p>4.1 Assessment and Evaluation-Concept, nature and purpose, flexibility in assessment</p> <p>4.2 Techniques of evaluating learner achievement in social Science: Written and Oral tests, Observation Tools, Work Samples, Portfolio,</p>	06

	<p>Rubrics.</p> <p>4.3 Assessment: tools and techniques of School Based Assessment, assessment of holistic development</p> <p>4.4 Construction of diagnostic test, teacher made achievement test and holistic development report card Adaptations of Evaluation Procedure for children with disabilities</p>	
V	<p>Social Science Teacher as a Reflective Practitioner</p> <p>5.1 Being a reflective practitioner- use of action research</p> <p>5.2 Developing an Action Research Plan for solving a problem in teaching-learning of Social science</p> <p>5.3 Case study- Need and Importance for a School Teacher</p> <p>5.4 Development of a Professional Portfolio/ Teaching Journal</p> <p>5.5 Competencies for teaching Social science to children with disabilities</p>	06
	<p>Transaction</p> <p>The student-teachers should be encouraged to read literature, research studies and articles. They will be encouraged to participate in journal clubs, social science circles, local economy survey, livelihood audits, role play in students' parliament, democratic decision making, action-research (eg. e-commerce), case study (eg. digital economy), quizzes, seminars, field trips, lectures, demonstrations, school visits and observations to teach this course.</p> <p>Course Work/ Practical/ Field Engagement</p> <p>Develop an Action Research Plan on a problem related to teaching and learning in Social Science</p> <p>Adapt teaching learning materials for a child with disability</p> <p>Develop questions and achievement tests in social science</p> <p>Organize activities like quiz, mock-parliament, field trips & survey, exhibitions and any other social science enrichment activities in schools.</p> <p>Designing e-content related to social science curriculum for children with disabilities in an inclusive classroom.</p>	30
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
• Aggarwal, J. C. (2008). Principles, methods & techniques of teaching. Vikas Publishing House Pvt Ltd.,		

Meerut.

- Aggarwal, J.C. (2008). Teaching of social studies: A practical approach. Vikas Publishing House Pvt Ltd., Meerut.
- Batra, P. (2010). Social Science Learning Schools Perspective and Challenges. Sage Publications Pvt. Ltd., New Delhi.
- Chauhan, S. S. (2008). Innovations in teaching learning process. Vikas Publishing House Pvt Ltd., New Delhi.
- Dhand, H. (2009). Techniques of Teaching. APH Publishing Corporation, New Delhi.
- Duplass, J. A. (2009). Teaching elementary social studies. Atlantic Publishers, New Delhi.
- George, A. M., & Madam, A. (2009). Teaching Social Science in Schools, NCERT, New Delhi.
- Mangal, S.K. (2004). Teaching of Social Science, Arya Book Depot, Delhi.
- Mangal, U. (2005). Samajik Shikshan, Arya Book Depot, New Delhi.
- NCERT (2023). National Curriculum Framework for School Education. New Delhi:NCERT. (available at www.ncert.nic.in)
- NCERT (2014). Package in Social Sciences for Professional Development of In- Service Teachers. New Delhi:NCERT. (available at www.ncert.nic.in)
- NCERT (2019). Pedagogy of Social Science. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi:NCERT. (available at www.ncert.nic.in)
- NCERT (2019). School Based Assessment. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi:NCERT. (available at www.ncert.nic.in)
- Rai, B.C. (1999). Methods of Teaching Economics. Prakashan Kendra, Lucknow.
- Sharma, R.A. (2008). Technological foundation of education. R.Lall Books

Depot., Meerut.

- Sharma, R.N. (2008). Principles and techniques of education. Surjeet Publications, Delhi.
- Singh, Y.K. (2009). Teaching of history: Modern methods. APH Publishing Corporation, New Delhi.
- Stone, R. (2008). Best Practices for Teaching Social Studies: What Award- Winning Classroom Teachers Do. Corwin, CA.

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	II		
Name of the Course	Pedagogy of Teaching Hindi		
Course Code	B24-SED-205		
Course Type	CC-5		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> व्यक्ति तथा समाज के जीवन और विकास में हिन्दी भाषा के योगदान से परिचित होंगे एवं मूलभूत भाषा कौशलों और भाषा अधिगम में उनकी भूमिका का अनुभव करेंगे। इकाई नियोजन और पाठ योजना की प्रक्रिया के कुशल होंगे एवं हिन्दी शिक्षण के विशिष्ट व्यावहारिक उद्देश्यों के निर्धारण और लेखन में सक्षम होंगे। हिन्दी शिक्षण के अधिगम लक्ष्यों की प्राप्ति के लिए प्रयोज्य शिक्षण विधियों का प्रयोग करेंगे। हिन्दी शिक्षण के उद्देश्य की सहज प्राप्ति के लिए सहायक उपकरणों के निर्माण और उपयोग में दक्ष होंगे। भाषा अधिगम में विद्यालय आधारित आकलन प्रविधि के उपयोग कुशलतापूर्वक करेंगे एवं भाषा अधिगम में विद्यार्थियों की कठिनाइयों के निराकरण के लिए क्रियात्मक अनुसंधान का प्रयोग करेंगे। 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics	Contact Hours	
I	हिन्दी भाषा की प्रकृति प्रयाज्यता और संवर्धन <ol style="list-style-type: none"> हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्भव की प्रक्रिया। हिन्दी भाषा में उर्दू, अंग्रेजी और संस्कृत से समाविष्ट प्रत्यय। विश्वभाषा और भविष्य भाषा के रूप में हिन्दी विकास का आकलन। हिन्दी साहित्य का सामान्य परिचय। हिन्दी गद्य साहित्य की विधाएँ, कहानी, नाटक और महाकाव्य, उपन्यास, यात्रा विवरण, आत्मकथा और संस्मरण। 	06	
II	अधिगम की प्रकृति और पाठ नियोजन <ol style="list-style-type: none"> हिन्दी शिक्षण के लक्ष्य और उद्देश्य। इकाई नियोजन का प्रत्यय, इसका महत्त्व और निर्माण विधि। पाठयोजना का परिचय, उपयोग और महत्त्व। पाठयोजना के चरण संरचना उपागम और उनका क्रियान्वयन। हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और रुचिगत उद्देश्यों का निर्धारण। 	06	

III	<p>हिन्दी की विविधविधाओं के शिक्षण की विधियों का परिचय और उपयोग</p> <p>३.१ गद्य एवं पद्य शिक्षण की आवश्यकता और उपयोगिता।</p> <p>३.२ गद्य शिक्षण की अर्थबोध, व्याख्या, विश्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा।</p> <p>३.३ पद्य शिक्षण की शब्दार्थ कथन, खण्डान्वय, व्यास तथा समीक्षा विधि का परिचय और इनकी उपयुक्तता का आंकलन।</p> <p>३.४ व्याकरण शिक्षण की आवश्यकता और उपयोगिता।</p> <p>३.५ व्याकरण शिक्षण की निगमन, आगमन, भाषासंसर्ग और पाठ्य-पुस्तक विधियों का मूल्यांकन।</p>	06
IV	<p>भाषा अधिगम- शिक्षण में सहायक सामग्रियों का प्रयोग</p> <p>४.१ शिक्षण उपकरणों का संदर्भ, महत्त्व और लाभ।</p> <p>४.२ अधिगम-शिक्षण के दृश्य, श्रव्य और स्पर्श उपकरणों के प्रकार।</p> <p>४.२.१ दृश्य उपकरण - श्यामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशील प्रतिरूप और फ्लैश कार्ड, सांकेतिक भाषा की विडियो और अनुशीर्षक अखबार, पत्रिकाओं और पुस्तकों इत्यादि के प्रयोग की विधि और अभ्यास।</p> <p>४.२.२ श्रव्य उपकरण - कॉम्पैक्ट डिस्क, श्रव्य पुस्तक, डेजी पुस्तकों, आई-पॉड इत्यादि इत्यादि के प्रयोग की विधि और अभ्यास।</p> <p>४.३.३ स्पर्श उपकरण- वास्तविक वस्तुएं, व्यक्ति, वस्तु, आवागमन, पशु-पक्षी, पेड़-पौधे इत्यादि के स्पर्शात्मक, प्रतिरूप स्पर्शात्मक नक्शा, स्पर्शात्मक मानचित्र, मानव-शरीर का स्पर्शात्मक प्रतिरूप ब्रेल-लिपि में पाठ्यपुस्तकें, एवं अन्य स्पर्शात्मक शिक्षण-अधिगम सहायक सामग्री इत्यादि के रूप में प्रयोग की विधि और उपयोगिता।</p> <p>४.४ वैद्युदण्विक उपकरणों - टेलीविजन, कम्प्यूटर ए डीजीटल पुस्तकें, ई-सामग्री, सॉफ्ट-वेयरस मोबाइल, मोबाइल एप्स और विश्वजाल के सहायक तकनीक व उपकरणों के रूप में प्रयोग की विधि और उपयोगिता।</p> <p>४.५ भाषा अधिगम में भाषा प्रयोगशाला, भौतिक व आभाषी के प्रयोग की विधि और समीक्षा।</p>	06
V	<p>भाषा अधिगम के आंकलन व मूल्यांकन की प्रविधि</p> <p>५.१ आंकलन व मूल्यांकन की संकल्पना, उद्देश्य और महत्त्व, आंकलन प्रक्रियाओं में लचीलापन</p> <p>५.२ आंकलन के विभिन्न प्रकार तथा उपकरण, विद्यालय आधारित आंकलन का संदर्भ।</p> <p>५.३ लेखन, पठन, श्रुतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभाषण, काव्यपाठ, गीत, अभिनय, संवाद, क्रियाकलाप और नेतृत्व के गुणों का प्रविधि द्वारा मूल्यांकन तथा उनके भाषा अधिगम का संचयीवृत्त बनाना</p> <p>५.४ त्रुटियां की पहचान व विश्लेषण, नैदानिक परीक्षण और उपरात्मक उपाय।</p> <p>५.५ दिव्यांग विद्यार्थियों के लिए आंकलन प्रक्रिया में अनुकूलन और उनके सर्वांगीण विकास का आंकलन कर रिपोर्ट तैयार करना।</p> <p>पाठ्यक्रम के संचालन इस पाठ्यक्रम के संचालन में हिन्दी शिक्षण -अधिगम की गतिविधियां, पारस्परिक चर्चा और व्याख्यान, साहित्य-समीक्षा, प्रदर्शन और अवलोकन, विभिन्न अधिगम केन्द्र, जैसे-भाषा प्रयोगशालाओं, आभासी प्रयोगशालाओं, स्कूलों, और कक्षाओं इत्यादि में शिक्षार्थियों की सक्रिय भागीदारी शामिल होगी। इसके अतिरिक्त हिन्दी भाषा की बहुसांस्कृतिक पहलू और बहुलता को समझाने हेतु विभिन्न परिवेशों में अकादमिक- भ्रमण: परियोजनाएं और ई-सामग्री और डिजिटल शिक्षण सामग्री की तैयारी, क्विज़ कार्यशालाओं और संघोष्ठियां, प्रदर्शनियां और प्रतियोगिताओं में भागीदारी के अवसर प्रदान किए जाएंगे।</p> <p>पाठ्यक्रम कार्य अधिगम केन्द्रों पर कार्य</p> <ul style="list-style-type: none"> • आधुनिक भाषा के रूप में हिन्दी के गुणों और स्थिति का अनुसंधान विवरण। • हिन्दी शिक्षण की किन्ही दो अधनुतन विधियों का परिचय एवं इनके उपयोग की तुलनात्मक 	06

समीक्षा। • हिन्दी शिक्षण के श्रवण, वाचन और लेखन अधिगम के सटीक मूल्यांकन में विद्यालय आधारित आंकलन की प्रविधि के उपयोग का विवरण। • चिन्तन दैनन्दिनी, पोर्टफोलियो और आलोचनात्मक विवरणी के उपयोग की समीक्षा और इनकी प्रतिकृति का प्रस्तुतिकरण।		30	
Total Contact Hours		60	
Suggested Evaluation Methods			
Internal Assessment: 15		End Term Examination: 35	
➤ Theory	15	➤ Theory:	35
• Class Participation:	4	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	4		
• Mid-Term Exam:	7		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
पाण्डेय, श्रुतिकान्त (२०१०) हिन्दी शिक्षण: अभिनव आयाम,एक्सिस पब्लिकेशंस, दरियागंज, नई दिल्ली			
• मंगल,उमा (२००५) हिन्दी शिक्षण, आर्य बुक डिपो करोल बाग, नई दिल्ली			
• पाण्डेय, रामशकल (२००५) हिन्दी शिक्षण, विनोद पुस्तक मन्दिर			
• शुक्ल, रामचन्द्र (२००६) हिन्दी साहित्य का इतिहास, राजकमल प्रकाशन, नई दिल्ली			
• लाल,रमन बिहारी (२००२) हिन्दी शिक्षण, रस्तोगी प्रकाशन, मेरठ			
• सिंह,सावित्री (२००४) हिन्दी शिक्षण, इन्टरनेशनल पब्लिशिंग हाउस, मेरठ			
• रा. शै. अ. प्र. (२०१४) विशेष अवश्यकता वाले बच्चों का समावेशन-प्रथमिक स्तर, राष्ट्रीय स्तर, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद, नई दिल्ली: रा. शै. अ. प्र. प. पूदबमतजण्दपबण्पदद्ध			
• रा. शै. अ. प्र. (२०१४) विशेष अवश्यकता वाले बच्चों का समावेशन-प्रथमिक स्तर, राष्ट्रीय स्तर, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद, नई दिल्ली: रा. शै. अ. प्र. प. पूदबमतजण्दपबण्पदद्ध			
• रा. शै. अ. प्र. (२०१९) विद्यालय आधारित आंकलन। स्कूल प्रमुखों और शिक्षकों की समग्र उन्नति के लिए राष्ट्रीय पहल, नई दिल्ली पूदबमतजण्दपबण्पदद्ध			
• रा. शै. अ. प्र. (२०१९) भाषा शिक्षण-शास्त्र। कूल प्रमुखों और शिक्षकों की समग्र उन्नति के लिए राष्ट्रीय पहल, नई दिल्ली पूदबमतजण्दपबण्पदद्ध			

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	II		
Name of the Course	Pedagogy of Teaching English		
Course Code	B24-SED-206		
Course Type	CC-5		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Explain the principles of language teaching, and evolution and trends in English literature. 2. Prepare an instructional plan in English. 3. Adapt various approaches and methods to teach English language. 4. Adapt and use instructional material for children with disabilities 5. Use various techniques to evaluate the achievement of the learner in English. 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Nature of English Language & Literature <ol style="list-style-type: none"> 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. 		06
II	Instructional Planning <ol style="list-style-type: none"> 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 		06

III	<p>Approaches and Methods of Teaching English</p> <p>3.1 Difference between an approach and a method</p> <p>3.2 Task based approach, collaborative learning, experiential learning, reflective, inquiry-based approach, language across curriculum, communicative language teaching, Bilingual, Multilingual, Eclectic and Constructive approach</p> <p>3.3 Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii) Structural – Situational method. iii) Direct method iv) integrative method</p> <p>3.4 Development of four basic language skills: Listening (comprehension), Speaking (communication), Reading, and Writing</p> <p>3.5 Accommodation in approaches and techniques in teaching children with disabilities</p>	06
IV	<p>Instructional Materials</p> <p>4.1 Importance of instructional material and their effective use</p> <p>4.2 The use of the instructional aids for effective teaching of English: Multimedia including chalk, digital/smart, flannel Board, Pictures/ Picture-cut- outs, Charts, Tape-records, Radio, Television, mobile phone, Films & Filmstrips, Projector, Language Laboratory, Virtual lab, Language games, reading cards, Worksheets, Handouts, and literature.</p> <p>4.3 Construction of a teacher made learning materials and other resources for English proficiency</p> <p>4.4 Language learning and enrichment activities- storytime, book review, reading buddies, book club, language circles, quizzes, discussions, debates, script writing and composing, creative writing, writing portfolio</p> <p>4.5 Adaptations of teaching material for children with disabilities</p>	06
V	<p>Assessment and Evaluation</p> <p>5.1 Assessment and Evaluation - Concept and Need, Flexibility in assessment</p> <p>5.2 Assessing Language skills and Language elements (Vocabulary, Grammar and Phonology)</p> <p>5.3 Tools and techniques of Assessment, School Based Assessment in English language, Assessment of Holistic Development</p> <p>5.4 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Enrichment measures</p> <p>5.5 Adaptation of Evaluation Tools and Formats for Children with Disabilities, designing of Individualized assessment procedure and holistic development report card.</p>	06

	<p>Transaction</p> <p>Transaction of this course will include active engagement of learners in English teaching-learning activities, interactive talks & lectures, literature-review, demonstrations and observations, exposure to varied settings-language labs, virtual labs, schools and classrooms, field-trips for multicultural aspects of language and plurality, projects and assignments, preparation of e-contents and digital learning materials, participation in quizzes, workshops and seminars, exhibitions and competitions.</p> <p>Course Work/ Practical/ Field Engagement</p> <ul style="list-style-type: none"> • Design teaching programme based on error analysis • Develop an Action Research Plan for measuring the effectiveness of a given teaching approach in English • Develop work sheet (interactive including language games) • Prepare worksheets to enrich vocabulary among secondary students with disabilities • Develop lesson plans for the teaching of prose and poetry <p>Critically analyze any one poem or essay of a well-known poet or writer</p>	30
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
<p>Recommended Books/e-resources/LMS:</p> <ul style="list-style-type: none"> • 		

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	II		
Name of the Course	Equitable and Inclusive Education		
Course Code	B24-SED-207		
Course Type	CDI-3		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Explain the construct of inclusive education and the progression from segregation towards valuing & and appreciating diversity in inclusive education. 2. Explicate the national and key international policies and frameworks facilitating inclusive education. 3. Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms. 4. Describe the inclusive pedagogical practices and their relation to good teaching. 5. Expound strategies for collaborative working and stakeholders' support in implementing inclusive education. 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Introduction to Inclusive Education & Policy Perspectives <ol style="list-style-type: none"> 1.1 Disability & Diversity; Diversity in Classrooms (Learning Styles, Linguistic & Socio-Cultural Multiplicity) 1.2 Marginalisation vs. Inclusion; Meaning & Definition of Inclusive Education; Understanding Barriers to Inclusive Education: Physical, Educational and Attitudinal 1.3 Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion 1.4 National Commissions & Policies Promoting Inclusive Education 		06

	1.5 International Declarations & Conventions Promoting Inclusive Education	
II	Adaptations, Reasonable Accommodations & Planning 2.1 Need for Adaptations; Curricular Adaptations 2.2 Disability-Specific Adaptation: Requirements & Approaches 2.3 Importance of Communication & Language for Inclusive Classroom 2.4 Participation in Non-Academic Curricular Activities: Planning and Adaptations 2.5 Assessments Strategies for Facilitating Learning in an Inclusive Classroom	06
III	Inclusive Academic Instructions 3.1 Universal Design & Addressing Diversity: Meaning, Key Principles 3.2 Universal Design for Learning: Understanding Principles and Application to Classrooms 3.3 Inclusive Classroom Environment 3.4 Differential Instructions & Peer Mediated Instructions (Peer Tutoring, Peer Assisted Learning) 3.5 Engaging Gifted Children: Cooperative Teaching Models	06
IV	Supports and Collaborations for Inclusive Education 4.1 Planning for Classroom engagement for all (Lesson Planning for different Subjects) 4.2 Advocacy & Leadership for Inclusion in Education; Stakeholders of Inclusive Education & their Responsibilities 4.3 Resource rooms and the role of special educators 4.4 Integration of ICT for Inclusion 4.5 Family Support & Community Involvement for Inclusion	06
V	Positive Behaviour Supports 5.1 Understanding behaviours: Topography, communicative and non-communicative functions, internal and external factors 5.2 Neurodivergent affirming strategies to promote positive behaviour support (e.g. using interest, structure, visual strategies, self-stimulatory behaviours, providing choices and control) 5.3 Understanding role of using motivation and teaching emotional regulation 5.4 Creating predictable environments 5.5 Differentiating between shutdowns, meltdowns and tantrums	06
	Transactions Group discussions following videos and visits. A debate for Inclusion vs. Segregation. Self-study for legislations and frameworks. Presentations and critical analysis of laws and policies.	
	Course work / Practical / Field Engagement <ul style="list-style-type: none"> ● Visit Special Schools for at least two disabilities and at least two inclusive schools and write observation reports highlighting pedagogy ● Prepare a checklist for accessibility in mainstream schools 	30

	<p>for children with disabilities</p> <ul style="list-style-type: none"> •Design a poster on inclusive education considering policy concerns •Prepare a lesson plan on any one school subject of your choice using any one inclusive academic instructional strategy 	
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<ul style="list-style-type: none"> • • Bartlett, L. D., & Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. 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 to Exceptionality. 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 School Teachers, Crowin Press, Sage Publications. • Hegarthy, S. & Alur, M. (2002). Education of Children with Special Needs: from Segregation 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, Sage Publications. • King-Sears, M. (1994). Curriculum-Based Assessment in Special Education. 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 Moderate and Severe Disabilities in Inclusive Setting. Boston, Allyn and Bacon. • Sedlak, R. A., & Schloss, P. C. (1986). Instructional Methods for Students with Learning 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 Study*. Philadelphia: Open University Press.
- Westwood, P. (2006). *Commonsense Methods for Children with Special Educational Needs - Strategies for the Regular Classroom*. 4th Edition, London Routledge Falmer: Taylor & Francis Group.

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	II		
Name of the Course	Supportive Skills for Education of Children with Disabilities		
Course Code	B24-SED-208		
Course Type	CDI-4		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Create a welcoming, safe and a barrier free learning environment for students with disabilities 2. Communicate with students using ISL, Tactile signs , speech reading techniques or AAC methods 3. Exhibit readiness for use of basics of Braille script and mobility orientation 4. Use technology for facilitating learning 5. Describe the basic assistance required for children for overcoming literacy and numeracy issues and functional skills 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Welcoming and safe school environment <ol style="list-style-type: none"> 1.1. Creating positive school climate, inclusive school policy, use of auditory, visual and tactile signage and icons 1.2. Safe corridors, classrooms, windows with grills and student friendly spaces including toilets and drinking water 1.3. Teaching and non-teaching staff displaying positive attitude and using inclusive respectful language 1.4. Creating buddy systems, prevention of bullying, POCSO committee and redressal cell 1.5. The power of embracing mistakes, rectifying and learning from failures 		06
II	Basics of ISL, Tactile signs & Speech reading for students with HI or deaf blindness or other disabilities <ol style="list-style-type: none"> 2.1. Finger spelling and signing basic vocabulary of names, numbers, colours, days, months and question forms 2.2. Signing class essentials such as home work, attendance, transport, family members, school subjects and school activities 2.3. Signing essential communications for curricular and cross curricular activities 		06

	<p>2.4. Manual alphabets for tactile signs; hand shapes, positions and movement of hands</p> <p>2.5. Speech/lip reading skills and oral transliteration for educational settings.</p>	
III	<p>Basics of Braille and mobility orientation for Low vision or VI</p> <p>3.1. Pre-Braille skills for the development of tactile sense</p> <p>3.2. Introduction to Braille alphabets in English, Hindi and Braille of regional languages. Numerals, numbers and signs and symbols of basic operation in Braille</p> <p>3.3. Colour contrasts and large print for low vision. Use of tactile shapes for denoting various objects for school environment.</p> <p>3.4. Orientation and mobility instructions and pre cane skills and protective techniques</p> <p>3.5. Use of Multimedia books, screen readers and magnifiers.</p>	06
IV	<p>Adapted communication aids and AAC Methods for students with CP and ASD</p> <p>4.1. Communication cards, & displays, gupshup books, text to speech and speech to text.</p> <p>4.2. Use of adapted reading and writing instruments and appropriate positioning for students with CP</p> <p>4.3. Use of structured, visual strategies, for creating sensory friendly and predictable environment for ASD</p> <p>4.4. Using interests and motivation, self-stimulatory behavior and echolalia to promote learning</p> <p>4.5. Using AACs to foster communication and learning in students with CP and ASD</p>	06
V	<p>Supporting academic learning for students with ID and SLD</p> <p>5.1. Support in academics – Literacy and numeracy skills for students with SLD and ID. Use of prior knowledge, colour coding, chunking, graphic organizers and collaborative reading groups for reading</p> <p>5.2. Use of tablets, laptops, calculators for numeracy. Multimedia books for reading, sketching, pointing and use of transparency and fading strategy for writing and numeracy</p> <p>5.3. Functional academics for specific students with ID who have difficulty in learning academics: Use of suitable learning and functional aids. Breaking learning tasks into small steps,</p> <p>5.4. Self-help skills - adaptations in the gadgets used to suit the need of the students.</p> <p>5.5. Adaptations of tools and instruments, for safety of students with ID in work stations.</p>	06
	<p>Transaction</p> <p>Lectures and readings for Unit 1. Demonstration and hands on training for all supportiveskills for Units 2, 3, 4 and 5</p>	

Course work/Practical/Field Engagement		30	
<ul style="list-style-type: none"> • Visit and inclusive school and prepare a report on school climate, ethos and culture • Observation records of supportive skills as videos, photographs with permission Developing a portfolio based on supportive skills			
		Total Contact Hours	
		60	
Suggested Evaluation Methods			
Internal Assessment: 15		End Term Examination: 35	
➤ Theory		➤ Theory: 35	
• Class Participation:		4	
• Seminar/presentation/assignment/quiz/class test etc.:		4	
• Mid-Term Exam:		7	
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
<ul style="list-style-type: none"> • Advances in Information Communication Technology and Computing: Proceedings of AICTC 2022. (2023). Germany: Springer Nature Singapore. • Aggarwal, K. (2002). Handbook for parents of children with Disabilities. Planning Commission. Govt. of India. • Asmita. H. (2006). Language and Communication. Kanishka Publication, New Delhi. • Bouck, E. C. (2015). Assistive Technology. United States: SAGE Publications. • Children with Visual Impairments: A Parents' Guide. (2006). United States: Woodbine House. • Creating Inclusion and Well-being for Marginalized Students • Dash, M. (2000). Education in India: Problems and Perspectives. India: Atlantic Publishers and Distributors. • Dickinson, C., Hernandez Trillo, A., Crossland, M. (2022). Low Vision - E-Book: Principles and Management. Netherlands: Elsevier Health Sciences. • Dr. Premananda Mishra, K Srinivas Reddy, Dr. K. Sridevi (2021). Introduction to Disabilities. Neelkamal Publishers, Hyd • Dr. Sr. Alice Mathew. Learning Disabilities and Remediation, Neelkamal Publications, Hyd • Elaine Sutherland, Lesley-Anne Barnes Macfarlane (Eds) (2016) Implementing Article 3 of the United Nations Convention on the Rights of the Child, Best Interests, Welfare and Well- being. Cambridge University Press • Foundations of Vision Rehabilitation Therapy. (2020). United States: APH Press, American Printing House for the Blind. • Gargiulo, R. M., Kilgo, J. L. (2018). An Introduction to Young Children With Special Needs: Birth Through Age Eight. United States: SAGE Publications. • Garry Hornby James M. Kauffman (eds) (2021). Special and Inclusive Education: Perspectives, Challenges and Prospects. MDPI, Switzerland • Gordon-Gould, P. & Hornby, G. (2023). Inclusive education at the crossroads: Exploring special needs provision in global contexts. Routledge. • Hamblin, T. & Bose, S. (2003). Cognitive Development, IICP, Kolkata • Hamblin, T. & Bose, S. (2003). Motor Development, IICP, Kolkata • Hamblin, T. & Bose, S. (2003). Play, IICP, Kolkata • Hornby, G. & Greaves, D. (2022). Essential evidence-based teaching strategies: Ensuring optimal academic achievement for students. New York: Springer. • Indian Sign Language Class I. (2021). (n.p.): Haryana Welfare Society for Persons with Speech and Hearing Impairment. 			

- Judy Sebba, Richard Byers, Richard Rose (1993). Redefining the Whole Curriculum for Pupils with Learning Difficulties Paperback. David Fulton publishers.
- Linda Goldman (2017). Whole-School Approaches to Supporting Children's Grief, Loss, and Trauma. Jessica Kingsley Publishers
- M. V. Manoj Kumar (ed)(2023). Computer Assistive Technologies for Physically and Cognitively Challenged Users. Bentham Science Publishers
- NIMH (2003) Educating children with learning problems inn primary schools. Secunderabad: NIMH
- Organization, W. H. (2010). Community-based Rehabilitation: CBR Guidelines. Philippines: World Health Organization.
- Paul, R., Norbury, C. (2012). Language Disorders from Infancy through Adolescence - E- Book. United Kingdom: Elsevier Health Sciences.
- Richard Byers, Richard Rose (2005). Planning the Curriculum for Pupils with Special Educational Needs A Practical Guide. David Fulton Publishers
- Richard Rose (2005). Becoming a Primary Higher Level Teaching Assistant (Higher Level Teaching Assistants Series). First edition, learning matters.
- Sense International India (2017). Handbook on Deafblindness. Ahmedabad India
- Shantanu Dey (2021). Handbook of E-Pedagogy. Clever Fox Publishing, Chennai
- Sibnath Deb (2018). An Empirical Investigation Into Child Abuse and Neglect in India- Burden, Impact and Protective Measures. Springer Nature, Singapore
- Tomkins, W. (2012). Indian Sign Language. United States: Dover Publications.
- Warrick, A. & Kaul, S. (2002). Everyone is Talking: Making Communication Displays, IICP, Kolkata
- Warrick, A. & Kaul, S. (2002). Everyone is Talking: Using Communication Displays, IICP, Kolkata
- Web based reading
- https://dsel.education.gov.in/sites/default/files/update/SOP_WASH.pdf
- https://ies.ed.gov/ncee/wwc/Docs/practiceGuide/wwc_foundationalreading_040717.pdf
- https://mdu.ac.in/UpFiles/UpPdfFiles/2022/Jan/4_01-10-2022_16-23-18_Reading- Difficulties- Disabilities.pdf
- https://mural.maynoothuniversity.ie/2709/1/KD_Exploring_Language_and_Communication .pdf
- <https://niepid.nic.in/LEARNING%20DISABILITIES.pdf>
- https://niepmd.tn.nic.in/documents/Book_on_Deafblindness_040820.pdf
- <https://pubs.asha.org/toc/persp/7/6>
- <https://www.apa.org/pi/disability/resources/assessment-disabilities>
- https://www.cbm.org/fileadmin/user_upload/Publications/Guidelines_on_best_practice_for_persons_living_with_deafblindness_EN.pdf
- <https://www.niepid.nic.in/Education%20of%20children%20with%20deafblindness.pdf>
- https://www.researchgate.net/publication/226930226_Learning_Difficulties_Literacy_and_Numeracy_Conversations_Across_the_Fields
- <https://www.unicef.org/india/media/1191/file/Making-Schools-Accessible.pdf>
- <https://divyangjan.depwd.gov.in/islrct/>

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	II		
Name of the Course	Curriculum, Adaptation and Strategies for Teaching Expanded Curriculum		
Course Code	B24-SED-209		
Course Type	DSC-2		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Define curriculum, its types and explain its importance. 2. Demonstrate techniques of teaching functional academic skills. 3. Explain importance and components of independent living skills. 4. Explain curricular adaptations with reasonable accommodations. 5. Illustrate how physical education and creative arts activities can be adapted for the children with visual impairment. 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Concept and Types of Curriculum 1.1. Concept, Meaning and need for curriculum 1.2. Curricular approaches in Special Education – developmental, functional, eclectic and universal design for learning approach 1.3. Types of Curriculum – need based, knowledge based, activity based, skill based and hidden curriculum 1.4. Curriculum Planning, Implementation and Evaluation: Role of Special teachers of the visually impaired 1.5. Introduction to Expanded Core Curriculum (ECC) - Meaning, Need and Components		06
II	Teaching Functional Academics Skills 2.1. Areas of Functional Academics Skills: Reading, Writing, Arithmetic, Concept, Development, Listening, Spatial Awareness and Organizational skills 2.2. Learning media assessment: Meaning, importance, techniques of teaching Braille /Print 2.3. Pre-requisite skills for learning Braille, Abacus, Taylor		06

	<p>Frame</p> <p>2.4. Devices for facilitating academic/classroom activities by children with visual impairment</p> <p>2.5. Strategies for learning supported with Braille and /or Large Print</p>	
III	<p>Teaching of Independent Living Skills</p> <p>3.1. Independent living skills – Meaning, Importance, Components</p> <p>3.2. Orientation and Mobility – need and importance, techniques of teaching mobility, sighted guide and pre-cane, cane techniques and mobility aids</p> <p>3.3. Daily living skills – assessment of needs and techniques of teaching age appropriate daily living skills</p> <p>3.4. Sensory efficiency – importance and procedures for training auditory, tactile, olfactory, gustatory, kinaesthetic senses and residual vision</p> <p>3.5. Techniques of teaching social interaction skills, leisure and recreation skills and self - determination</p>	06
IV	<p>Curricular Adaptation</p> <p>4.1. Curricular adaptation – Need, Importance and Process</p> <p>4.2. Reasonable accommodation – Concept, Need and Planning</p> <p>4.3. Planning of lessons for teaching Expanded Core Curriculum – Individualized Education Program writing</p> <p>4.4. Pedagogical Strategic – Cooperative learning, Peer tutoring, reflective teaching, multisensory teaching</p> <p>4.5. Preparation of Teaching Learning Material for ECC – Reading Readiness kit, Flash Cards, Sensory Kits, and Mobility Maps</p>	06
V	<p>Curricular Activities</p> <p>5.1. Support in academics – Literacy and numeracy skills for students with SLD and ID. Use of prior knowledge, colour coding, chunking, graphic organizers and collaborative reading groups for reading</p> <p>5.2. Use of tablets, laptops, calculators for numeracy. Multimedia books for reading, sketching, pointing and use of transparency and fading strategy for writing and numerac</p> <p>5.3. Functional academics for specific students with ID who have difficulty in learning academics: Use of suitable learning and functional aids. Breaking learning tasks into small steps,</p> <p>5.4. Self-help skills - adaptations in the gadgets used to suit the need of the students.</p> <p>5.5. Adaptations of tools and instruments, for safety of students with ID in work station</p>	06
	<p>Course Work/ Practical/ Field Engagement</p> <ul style="list-style-type: none"> • Prepare reading readiness material for pre-school children with visual impairment • Prepare lesson plans for teaching ECC to children with visual impairment 	30

	<ul style="list-style-type: none"> Preparation and presentation of a kit to develop sensory efficiency Select one chapter from a secondary level text book of your choice and adapt it for learners with visual impairment /Adapt one diagram and one map from secondary classes into non- visual format Refer adapted sports norms and rules for persons with visual impairment prepared by various agencies (eg. Indian Blind Sports Association, Chess Federation of India, Paralympic Committee of India, Abilympics, World Blind Cricket, and others) 	
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<ul style="list-style-type: none"> Lowenfeld, B. (1971). Our blind children: Growing and learning with them. Charles C. Thomas, Springfield. Aggarwal, J.C. (2005). Curriculum development. Shipra Publication, New Delhi. Arora, V. (2005). Yoga with visually challenged. Radhakrishna Publication, New Delhi. Ashcroft, S. C., & Henderson, F. (1963). Programmed Instruction in Braille. Stanwick House, Pittsburgh. Baratt, S. H. (2008). The special education tool kit. Sage Publication, New Delhi. 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. 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, North Carolina. Dickman, I.R. (1985). Making life more liveable. AFB, New York. Dodds, A. (1988). Mobility training for visually handicapped people. Croom Helm. London. Hodapp, R. M. (1998). Developmental and disabilities: Intellectual, sensory and motor impairment. Cambridge Uni. Press, New York. Jose, R. (1983). Understanding Low Vision. American Foundation for the Blind, New York. Kauffman, J.M., & Hallahan, D.P. (1981). Handbook of Special Education. Prentice Hall, New Delhi Kelly, A.V. (1997). The curriculum: theory and practice. Harper and Row, London. Kumar, P. (2018). Alp Drishti Bachhe (Hindi). Delhi: S R Publising House Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York. Mangal, S. K. (2011) Educating Exceptional Children: An Introduction to Special Education. PHI Learning Pvt.Ltd., New Delhi. Mani, M. N. G. (1992). Techniques of teaching blind children. Sterling Publishers Pvt. 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 Education for 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. 		

- National Curriculum Framework. (2005). Position paper National focus group in Education of Children with Special needs. NCERT, New Delhi.
- National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind. NIVH, Dehradun.
- NIEPVD (2020). Effective Schools for Students with Visual Disabilities (Quality Indicators and Parameters). NIVH Dehradun. Retrieved online on 22/11/2023 from <https://nivh.gov.in/pdfdoc/qualityindicators.pdf>
- NIEPVD (2022). Expanded Core Curriculum (Hindi) Vistarit Mool Pathchariya. National Institute for the Empowerment of Persons with Visual Disabilities. Available at https://nivh.gov.in/?page_id=7391
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- NIEPVD (2023). Screening Checklist for Vision Difficulties in Students . National Institute for the Empowerment of Persons with Visual Disabilities. Available at https://nivh.gov.in/?page_id=7391
- NIEPVD (2016). Visual Disability: A Resource Book for Teachers. Vo. 1. National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun
- NIEPVD (2016). Visual Disability: A Resource Book for Teachers. Vo. 2. National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun
- 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.
- Sharma, R. A. (2011). Curriculum development and instruction. R. Lall Book Depot, Meerut.
- Status of Disability in India. (2012). Rehabilitation Council of India, New Delhi.
- The expanded Core Curriculum. (2013). Retrieved from <http://www.afb.org>
- 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.
- Wright, L. (2013). The Skills of Blindness: What should students know and when students know. Retrieved from <http://www.lofob.org>

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	II		
Name of the Course	PSYCHO-SOCIAL AND FAMILY ISSUES		
Course Code	B24-SED-210		
Course Type	DSC-3		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Describe the effect of birth of a child with visual impairment on the family. 2. Analyze the role of family and parental concerns related to their child with visual impairment from birth to adulthood. 3. Explain the role of parent community partnership in the rehabilitation of a person with visual impairment. 4. Develop skills for meeting the challenges with the children with visual impairment. 5. Develop different skills to empower families in meeting the challenges of having a child with visual impairment adapted for the children with visual impairment. 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Family of a Child with Visual Impairment <ol style="list-style-type: none"> 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 		06
II	Parental Issues and Concerns <ol style="list-style-type: none"> 2.1. Choosing an educational setting 2.2. Gender and disability 2.3. Transition to Secondary level education (Adolescence) 		06

	<p>2.4. Transition to adulthood: sexuality, marriage, and employment</p> <p>2.5. Parent support groups</p>	
III	<p>Rehabilitation of Children with Visual Impairment</p> <p>3.1. Concept of habilitation and rehabilitation</p> <p>3.2. Community Based Rehabilitation (CBR) and Community Participatory Rehabilitation (CPR)</p> <p>3.3. Legal provisions, concessions and advocacy</p> <p>3.4. Vocational rehabilitation: need and challenges</p> <p>3.5. Issues and challenges in rural settings</p>	06
IV	<p>Meeting the Challenges of Children with Visual Impairment</p> <p>4.1. Enhancing prosocial behaviour, Gestures & Postures</p> <p>4.2. Stress and coping strategies</p> <p>4.3. Recreation and leisure time management</p> <p>4.4. Challenges of adventitious visual impairment</p> <p>4.5. Soft skills and social skills training</p>	06
V	<p>Involvement in Educational Aspects</p> <p>1.1. Role of Parents in School Development / SMC</p> <p>1.2. Parents involvement in academic activities; IEP and Involvement of Parents</p> <p>1.3. Understanding IFSP; Developing IFSP Involvement of Parents in IFSP</p> <p>1.4. Attitude of professionals in involving parents in IEP and IFSP</p>	06
	<p>Course Work/ Practical/ Field Engagement (Any Two)</p> <ul style="list-style-type: none"> • 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 <p>Visit schools for the visually impaired and make presentations before the parents on Government concessions and auxiliary services available</p>	30
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Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		

- Bhandari, R., & Narayan, J. (2009). Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. Voice and vision, India.
- Hansen, J. C., Rossberg, R.H., & Cramer, S.H. (1994). Counselling Theory and Process. Allyn and Bacon, Boston.
- Lowenfeld, B. (1969). Blind children learn to read. Springfield: Charles C. Thomas.
- Lowenfeld, B. (1973). Visually Handicapped Child in School. American Foundation for the Blind, New York.
- Lowenfeld, B. (1975). The Changing Status of the Blind from Separation to Integration. Charles C. Thomas, California.
- Mani, M. N. G. (1992). Techniques of Teaching Blind Children. Sterling publishers Pvt. Ltd., New Delhi.
- Narayan, J., & Riggio, M. (2005). Creating play environment for children. Hilton/ Perkins. Watertown.
- Shah, A. (2008). Basics in guidance and Counselling. Global Vision Publishing House, New Delhi.
- Smith, D. D., & Luckasson, R. (1995). Introduction to Special Education –
- Teaching in an age of Challenge. (2Ed). Allyn & Bacon. USA.

Session: 2024-25			
Part A - Introduction			
Name of the Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	II		
Name of the Course	Lesson Planning & Development of TLM		
Course Code	B24-SED-211		
Course Type	PCPDS-3		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Prepare lesson plans and unit plans 2. Prepare teaching learning material for use during classroom teaching 3. Acquire skills to search and use OERs during delivery of lessons 4. Adapt content in the school textbooks for the students with visual impairment 5. Prepare IEPs and adapt assessment strategies for CWVI 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	4	8	12
Internal Assessment Marks	0	45	45
End Term Exam Marks	0	105	105
Max. Marks	0	150	150
Examination Time	0	03:00 hours	
Part B- Contents of the Course			
Practicals			Contact Hours
Sr. No.	Tasks	Specific activities	
1	Lesson Planning and Unit Planning Practice	<ul style="list-style-type: none"> • Lesson Plan Preparation Pedagogy I – II • Planning for the creation of a learning environment. 	20+40
2	Hands-On Training for TLM Creation and Use of Open Resources	<ul style="list-style-type: none"> • Create tangible teaching aids, such as flashcards, tactile materials, or manipulative, • Digital TLM creation, developing multimedia resources, visual schedules, social stories, or communication boards; • Development of Teaching Learning Material (TLM) based on principles of Universal Design of Learning (UDL). • Searching and Using OERs 	20+40
3	Content Reading of School Textbooks and Adaptation of Content	<ul style="list-style-type: none"> • Content reading of school textbooks of all grades and reflecting on the same. • Preparing adaptations by selecting various topics related to different 	10 + 20

		subjects (Language, Maths, Social Science, Science).	
4	IEP & Assessment	<ul style="list-style-type: none"> • Preparing Individualized Education Plan(IEP). • CCE strategies for CwVI (using Braille and other methods) • Integrate assessment of needs and planning for facilitating learning. 	10+ 20
		Total contact hours	180
Suggested Evaluation Methods			
Internal Assessment: 45		End Term Examination: 105	
➤ Practicum	45	➤ Practicum	105
• Class Participation:	7.5	Lab record, Viva-Voce, write-up and execution of the practical	
• Seminar/Demonstration/Viva-voce/Lab records etc.:	15		
• Mid-Term Exam:	22.5		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	III		
Name of the Course	Intervention and Teaching Strategies		
Course Code	B24-SED-301		
Course Type	DSC-4		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Explain various theoretical perspectives related to intervention & teaching strategies. 2. Demonstrate techniques of teaching Mathematics to visually impaired children. 3. Acquire necessary competencies and skills for teaching science and assessment of the learners with special reference to children with visual impairment. 4. Acquire and apply necessary skills for adapting TLM in social science and assessment of the learners with special reference to children with visual impairment. 5. Describe the process of assessment visual efficiency and classroom management for children with low vision. 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Theoretical Perspectives 1.1 Understanding Teaching Methods, Approaches, Strategies & Tactics 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		06
II	Mathematics 2.1 Coping with Mathematics phobias 2.2 Conceptualization of Mathematical ideas – Processes and Challenges for Children		06

	<p>with Visual Impairment</p> <p>2.3 Preparation and Use of tactile materials</p> <p>2.4 Mental arithmetic abilities – Concept, Importance and Application</p> <p>2.5 Evaluation procedures with special reference to the Needs of Children with Visual Impairment</p>	
III	<p>Science</p> <p>3.1 Providing first-hand experience in the class and the school environment</p> <p>3.2 Inclusive/collaborative learning for laboratory work</p> <p>3.3 Science Teaching Learning Materials and Equipment: i) Preparation and use of TLM, ii) Locating and procuring Science equipment</p> <p>3.4 Problem solving and Learning by doing approach for Visually Impaired students</p> <p>3.5 Evaluation procedure with particular reference to Practicals and Adaptations in Examination questions</p>	06
IV	<p>Social Science</p> <p>4.1 Techniques of preparation and presentation of adapted Tactile maps, Diagrams, and Globe</p> <p>4.2 Procuring, adapting and use of different types of models</p> <p>4.3 Organizing field trips</p> <p>4.4 Teaching Skills: Dramatization, Narration, Explanation, Story-telling, and Role play</p> <p>4.5 Evaluation of concepts and skills in social science with particular reference to Geography</p>	06
V	<p>Teaching of Children with Low Vision</p> <p>5.1 Selection of an appropriate medium of reading and writing</p> <p>5.2 Techniques and procedures for developing reading and writing skills</p> <p>5.3 Orientation and Mobility for low vision children</p> <p>5.4 Creating Stimulating Learning Environment for Low Vision; Strategies for engagement</p> <p>5.5 Classroom Management – Seating arrangement, adjustable furniture, illumination, non-reflecting surfaces and colour contrast</p>	06
	<p>Course Work / Practical / Field Engagement</p> <ul style="list-style-type: none"> Prepare and use two teaching learning materials for teaching Maths/ Science/Social Science. 	30

	<ul style="list-style-type: none"> • 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. 	
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<ul style="list-style-type: none"> • Agrawal, S. (2004). Teaching Mathematics to Blind Students through Programmed Learning Strategies. Abhijeet Publication, Delhi. • 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., Koenig. C., Mani. M.N.G., & Tensi. S. (1999). See with the Blind. Books for Change, Bangalore. • Hodapp, R. M. (1998). Developmental Disabilities: Intellectual, Sensory and Motor Impairment. Cambridge University Press, New York. • Jose, R. (1983). Understanding Low Vision. American Foundation For The Blind. New York. • • Kelley, P., & Gale, G. (1998). Towards Excellence: Effective Education for Students with Vision Impairments. North Rocks Press, Sydney. • Kumar, P. (2018). Alp Drishti Bachhe (Hindi). Delhi: S R Publishing House • Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York. • Lydon, W. T., & McGraw, M. L. (1973). Concept Development for Visually Handicapped Children. AFB, New York. • Mangal, S. K. (2011) Educating Exceptional Children: An Introduction to Special Education. PHI Learning Pvt. Ltd., New Delhi. • Mangold, S. S. (1981). A teachers' Guide to the Special Education needs of Blind and Visually handicapped Children. New York: AFB • Mani, M. N. G. (1992). Techniques of Teaching Blind Children. Sterling Publishers Pvt. Ltd. New Delhi. • Mani. M. N. G. (1997). Amazing Abacus. S.R.K. Vidyalaya Colony, Coimbatore. • Mason, H., & McCall, S. (2003). Visual Impairment – Access to Education for Children 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. • Niemann, S., & Jacob, N. (2009). Helping Children who are Blind. The Hesperian Foundation, California. • National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind. NIVH, Dehradun. • NIEPVD (2020). Effective Schools for Students with Visual Disabilities (Quality Indicators and Parameters). NIVH Dehradun. Retrieved online on 22/11/2023 from https://nivh.gov.in/pdfdoc/qualityindicators.pdf 		

- NIEPVD (2022). Expanded Core Curriculum (Hindi) Vistarit Mool Pathchariya. National Institute for the Empowerment of Persons with Visual Disabilities. Available at https://nivh.gov.in/?page_id=7391
- NIEPVD (2023). Screening Checklist for Vision Difficulties in Students . National Institute for the Empowerment of Persons with Visual Disabilities. Available at https://nivh.gov.in/?page_id=7391
- NIEPVD (2016). Visual Disability: A Resource Book for Teachers. Vo. 1. National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun
- NIEPVD (2016). Visual Disability: A Resource Book for Teachers. Vo. 2. National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun
- 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. Kanishka Publication, New Delhi.

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	III		
Name of the Course	ICT and Assistive Technology for the Visually Impaired		
Course Code	B24-SED-302		
Course Type	DSC-5		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Explain the concept and nature of educational technology and ICT to the education of children with visual impairment. 2. Acquire knowledge of the concept and nature of adaptive technology and explain underlying principles and techniques. 3. Get familiar with technologies for print-access for children with visual impairment. 4. Describe and use different technologies for teaching low vision children as also various school subjects. and Get acquainted with conversion of print material into accessible formats. 5. Demonstrate understanding of accessible virtual learning and social media. 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Introducing Educational and Information Communication Technology 1.1 Educational Technology & Assistive Technologies - Concept, Importance, and Scope 1.2 Information and Communication Technology (ICT) - Concept and Scope for teaching-learning of the visually impaired 1.3 Special Significance and Goals of Technology for the Education of children with Visual Impairment 1.4 ICT and International Convention & Guidelines for Persons with Disabilities or, Visual Impairment 1.5 ICT and Indian Legal Framework including RPWD Act (2016) and National Education Policy (2020)		06
II	Assistive Technologies 2.1 Categories of Assistive Technologies: User or Task Oriented 2.2 Basic Considerations for Selection of Assistive Technologies		06

	<p>(eg. Access, Affordability, Portability, Compatibility, and Availability)</p> <p>2.3 Addressing User's Perspectives in Developing Adaptive Technologies (eg. Ease of use, adaptability to Indian conditions, parent and peer counselling)</p> <p>2.4 Roles of Universities, Technical Institutes and the Scientific Community in conjunction with organizations working for and with visually impaired;</p> <p>2.5 Universal/Inclusive Design - Concept, Advantages, and Limitations.</p>	
III	<p>Access to Print for the Visually Impaired</p> <p>3.1 Screen Readers, OCR software, Stand-alone Reading Machines and its applications (eg. Envision AI, KIBO, Smart speakers) with Special Reference to Indian Languages</p> <p>3.2 Refreshable Braille displays and Braille Translation Software with Particular reference to Indian Languages including DBT and Open-Source Braille Translators such as Braille Blaster by APH, Braille Embossers.</p> <p>3.3 Magnifying Software, Smart Phone Accessibility and Open-Source Software</p> <p>3.4 Taking Books, Daisy Books, E-Pub: Access, Use & Development; Conversion from text to braille, text to speech, e-pub to Braille, etc. (including apps such as voice dream reader, voice dream writer, voice dream scanner, google lens, google look-out)</p> <p>3.5 Use of artificial intelligence (e.g. Chat GPT, Microsoft Bing, Google Bard): Benefits & Challenges.</p>	06
IV	<p>Assistive Technologies for the Visually Impaired with Reference to School Subjects and Low Vision</p> <p>4.1 Assistive Technologies for Facilitating Mathematics Learning (Manual e.g. Measuring tape, Taylor Frame, & ICT based eg. MathCat, MathType, special softwares)</p> <p>4.2 Assistive Technologies for Learning Science Concepts (eg. Thermometers, Colour Probes, Scientific and Maths Talking Calculators, Light Probes, and Weighing scales and Softwares like Lab Quest)</p> <p>4.3 Social Science (eg. Tactile/Embossed Maps, Charts, Diagrams, Models of Different Types, Auditory Maps, Talking compass etc.)</p> <p>4.4 Low vision devices: Optical, Non-Optical and Projective</p> <p>4.5 Production of Accessible Learning Materials (eg. Braille, Large-Print Materials, Tactile Diagrams- Thermofoam/Swell Paper, E-pub): Concept, Methods and Schemes.</p>	06

V	<p>Accessible Virtual Learning & Social Media</p> <p>5.1 Social Media; Creation of Blogs and Vlogs</p> <p>5.2 Practices & Guidelines for creating accessible learning materials or Social Media contents.</p> <p>5.3 Distance Learning and ICT including Video-Conferencing, virtual meetings</p> <p>5.4 Open Educational Resources (OERs) and Online Libraries including Accessible Libraries for Students with Visual Disabilities</p> <p>5.5 e-Classroom: Concept and Adaptations for Children with Visual Impairment</p>	06
	<p>Practicum and Course Related Activities (as per the need of the course):</p> <p>a. Assignment(s) (Group/Small Group/Individual)</p> <p>Minimum three of the following</p> <ul style="list-style-type: none"> • 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 and applications 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. • Make a comparison between Taylor's frame and Abacus with their Pros and cons in 500 words. • Prepare a short note (in about 400 words) on various aspects of a virtual classroom and how it could be made accessible to the visually impaired • Visit Report after visit to the available nearest resource center of assistive technologies for visually impaired students. • Hands on Training of Screen Reader, OCR soft-wares, conversion of print into accessible learning materials. 	30
Total Contact Hours		60

Suggested Evaluation Methods			
Internal Assessment: 15		End Term Examination: 35	
➤ Theory	15	➤ Theory:	35
• Class Participation:	4	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	4		
• Mid-Term Exam:	7		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
<ul style="list-style-type: none"> • Biwas, P. C. (2004). Education of children with Visual Impairment: in inclusive • Chaudhary, M. (2006). Low Vision Aids. Japee Brothers, New Delhi. • 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 • Hersh, M & Johnson, M (2014). Assistive Technology for Visually Impaired and Blind People. Springer Publications. • Joshi, H (YNK). A Manual on Taylor frame. (Hindi). Retrieved online on 22/11/2023 from https://bpaindia.org/wp-content/uploads/2020/11/A-Manual-on-Taylor-Frame-Developed-by-Mr.-Hurshad-U-Joshi.pdf • Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day • Manduchi, R & Sri Kurniawan (2013). Assistive Technology for Blindness and Low vision. Taylor & Francis. ISBN-13 : 978-1138073135 • Mani, M.N.G. (1997). Amazing Abacus. S.R.K. Vidyalaya Colony, Coimbatore. • Mathur, G (2020). Low Vision: Manifestation and Management. Published by NIEPVD. Retrieved online on 22/11/2023 from https://nivh.gov.in/pdfdoc/bookvi.pdf • Mukhopadhyay, S., Mani, M.N.G., Roy Choudary, M., & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. NCERT, New Delhi. • National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind. NIVH, Dehradun. • NCERT (YKN). NCERT initiatives for Inclusive and Accessible Education. Retrieved online on 23/11/2023 from https://ncert.nic.in/accessibility.php • • NIEPVD (2016). Visual Disability: A Resource Book for Teachers. Vo. 1. National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun • NIEPVD (2016). Visual Disability: A Resource Book for Teachers. Vo. 2. National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun • NIEPVD (2020). Effective Schools for Students with Visual Disabilities (Quality Indicators and Parameters). NIVH Dehradun. Retrieved online on 22/11/2023 from https://nivh.gov.in/pdfdoc/qualityindicators.pdf • NIEPVD (2022). Expanded Core Curriculum (Hindi) Vistarit Mool Pathchariya. National Institute for the Empowerment of Persons with Visual Disabilities. Available at https://nivh.gov.in/?page_id=7391 • NIEPVD (2023). Screening Checklist for Vision Difficulties in Students. National Institute for the Empowerment of Persons with Visual Disabilities. Available at https://nivh.gov.in/?page_id=7391 • Perkins School for the Blind (2023). A to Z Assistive Technology for Low Vision. Available online on https://www.perkins.org/resource/z-assistive-technology-low-vision/ • Punani, B., & Rawal, N. (2000). Handbook for Visually Impaired. Blind Peoples' • RNIB (2023). Amazon Echo. Retrieved online on 23/11/2023 from https://www.rnib.org.uk/living-with-sight-loss/assistive-aids-and-technology/everyday-tech/technology-in-the-home/amazon-echo/ • Scholl, G. T. (1986). Foundations of the education for blind and visually handicapped • SG ENABLE (2023). Enabling Guide. Retrieved online on 22/11/2023 from . 			

<https://www.enablingguide.sg/im-looking-for-disability-support/assistive-technology/at-visual-impairment>

- Singh, J. P. (2003). *Technology for the Blind: Concept and Context*. Kanishka
- Taraporevala & D'sylva (2014). *Equip your world: A Synoptic view of access technologies for the visually challenged*. Published by NIVH
- Vijayan, P., & Gnaumi, V. (2010). *Education of Children with low Vision*. Kanishka
- XRCVC (2020). *Accessible E-content Creation. Standards and Guidelines*. Retrieved online on 24/11/2023 from <http://xrcvc.org/docs/Accessible%20E-Content%20Creation%20Standards%20and%20Guidelines.pdf>

Session: 2024-25			
Part A - Introduction			
Name of the Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	III		
Name of the Course	Execution of Lesson (Teaching Practice)		
Course Code	B24-SED-303		
Course Type	PCPDS-4		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	1. Deliver microteaching lessons 2. Apply pedagogical skills in teaching different school subjects 3. Assess and record learners progress 4. Deliver lessons in collaborative teaching		
Credits	Theory	Practical/ Course-work/ Field Engagement	6
Teaching Hours per week	2	10	12
Internal Assessment Marks	0	45	45
End Term Exam Marks	0	105	105
Max. Marks	0	150	150
Examination Time	0	03:00 hours	
Part B- Contents of the Course			
Practicals			Contact Hours
Sr. No.	Tasks	Specific Activities	
1	Micro Teaching Sessions	Micro Teaching Practice Peer Observation and Feedback Collaborative and Group Teaching	5 + 25
2	Teaching Practice (Pedagogy I)	Undertaking(Pedagogy I)	12 + 48
3	Teaching Practice (Pedagogy II)	Undertaking (Pedagogy II)	12 + 48
4	Assessment and Progress Monitoring	Assessment and Progress Monitoring Home-Assignment Engagement	5 + 25
		Total Contact Hours	180
Suggested Evaluation Methods			
Internal Assessment: 45		End Term Examination: 105	
➤ Practicum		45	➤ Practicum 105
• Class Participation:	7.5	Lab record, Viva-Voce, write-up and execution of the practical	
• Seminar/Demonstration/Viva-voce/Lab records etc.:	15		
• Mid-Term Exam:	22.5		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			

Session: 2024-25			
Part A - Introduction			
Name of the Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	III		
Name of the Course	Internship in Disability Specialization		
Course Code	B24-SED-304		
Course Type	PCDS-2		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Critically observe lessons of teaching, prepare the daily diary and maintain records and reports of students. 2. Develop and evaluate different assessment. 3. Develop skills of reading and writing the braille. among students with VI. 4. Prepare accessible TLM for students with VI. 5. Acquire different techniques of orientation mobility for use with CwVI and Conduct various cross curricular activities for CwVI. 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	18	20
Internal Assessment Marks	0	75	75
End Term Exam Marks	0	175	175
Max. Marks	0	250	250
Examination Time	0	03:00 hours	
Part B- Contents of the Course			
Practicals			Contact Hours
Sr. No.	Tasks	Specific Activities	
1	Practicing as a Special Educator - Intern / Assistant Teacher for the CwVI	Undertaking teaching lessons at Special Schools per the assigned time-table by the organization using daily diary system for planning and recording. Maintaining Records and Reports including feedback from the stakeholders (mentors / other teachers) and reflection on how to make the teaching-learning process better.	12 + 108
2	Assessment & Remedial Support	Assist the teachers in developing teacher made tests, conducting unit tests, Exam supervision, Evaluation of answer scripts & Reporting.	3 + 27
3	Supporting Functional Academic Skills	Revision on Braille Braille Reading Drills with CwVI Braille Writing Drills with CwVI Large Print Materials Reading & Writing Drills	6 + 54
4	Accessible Learning Materials Creation	Creating Braille Books/Epub/Talking Book Creating Tactile Graphics & Maps, Preparation and Adaptation of Teaching Learning Materials (TLMs),	3 + 27
5	Orientation &	Teaching Sighted Guide Techniques & Protective	3 + 27

	Mobility (Training)	Techniques, Drill on Searching Techniques, Drill on Cane Techniques, Orientation Strategies, Development of Mobility Map	
6	Cross-Curricular Activities	Conducting various activities of art, craft, drama, painting, yoga, etc. Adapted sports and physical education for students with Visual Impairment. Managing Recreational & Leisure Activities	3 + 27
		Contact hours	300
Suggested Evaluation Methods			
Internal Assessment: 75		End Term Examination: 175	
➤ Practicum	75	➤ Practicum	175
• Class Participation:	12.5	Lab record, Viva-Voce, write-up and execution of the practical	
• Seminar/Demonstration/Viva-voce/Lab records etc.:	25		
• Mid-Term Exam:	37.5		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	IV		
Name of the Course	Reading and Reflecting On Texts		
Course Code	B24-SED-401		
Course Type	EPC-1		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Discuss the role and importance of literacy in education 2. Describe the difference between reading and reading comprehensions and the skills required. 3. Narrate about the different types of texts. 4. Discuss writing as a processes and a product 5. Detail out the procedure for independent writing 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Reflections on Literacy <ol style="list-style-type: none"> 1.1. Role of literacy in education, career and social life 1.2. Literacy and self esteem 1.3. Literacy and first language 1.4. Literacy of second language & educational bilingualism 1.5. Braille Literacy 		06
II	Assistive Technologies <ol style="list-style-type: none"> 2.1. Categories of Assistive Technologies: User or Task Oriented 2.2. Basic Considerations for Selection of Assistive Technologies (eg. Access, Affordability, Portability, Compatibility, and Availability) 2.3. Addressing User's Perspectives in Developing Adaptive Technologies (eg. Ease of use, adaptability to Indian conditions, parent and peer counselling) 2.4. Roles of Universities, Technical Institutes and the Scientific Community in conjunction with organizations working for and with visually impaired; 2.5. Universal/Inclusive Design - Concept, Advantages, and Limitations. 		06

III	<p>Access to Print for the Visually Impaired</p> <p>3.6 Screen Readers, OCR software, Stand-alone Reading Machines and its applications (eg. Envision AI, KIBO, Smart speakers) with Special Reference to Indian Languages</p> <p>3.7 Refreshable Braille displays and Braille Translation Software with Particular reference to Indian Languages including DBT and Open-Source Braille Translators such as Braille Blaster by APH, Braille Embossers.</p> <p>3.8 Magnifying Software, Smart Phone Accessibility and Open-Source Software</p> <p>3.9 Taking Books, Daisy Books, E-Pub: Access, Use & Development; Conversion from text to braille, text to speech, e-pub to Braille, etc. (including apps such as voice dream reader, voice dream writer, voice dream scanner, google lens, google look-out)</p> <p>3.10 Use of artificial intelligence (e.g. Chat GPT, Microsoft Bing, Google Bard): Benefits & Challenges.</p>	06
IV	<p>Assistive Technologies for the Visually Impaired with Reference to School Subjects and Low Vision</p> <p>4.6 Assistive Technologies for Facilitating Mathematics Learning (Manual e.g. Measuring tape, Taylor Frame, & ICT based eg. MathCat, MathType, special softwares)</p> <p>4.7 Assistive Technologies for Learning Science Concepts (eg. Thermometers, Colour Probes, Scientific and Maths Talking Calculators, Light Probes, and Weighing scales and Softwares like Lab Quest)</p> <p>4.8 Social Science (eg. Tactile/Embossed Maps, Charts, Diagrams, Models of Different Types, Auditory Maps, Talking compass etc.)</p> <p>4.9 Low vision devices: Optical, Non-Optical and Projective</p> <p>4.10 Production of Accessible Learning Materials (eg. Braille, Large-Print Materials, Tactile Diagrams- Thermofoam/Swell Paper, E-pub): Concept, Methods and Schemes.</p>	06
V	<p>Accessible Virtual Learning & Social Media</p> <p>5.6 Social Media; Creation of Blogs and Vlogs</p> <p>5.7 Practices & Guidelines for creating accessible learning materials or Social Media contents.</p> <p>5.8 Distance Learning and ICT including Video-Conferencing, virtual meetings</p> <p>5.9 Open Educational Resources (OERs) and Online Libraries including Accessible Libraries for Students with Visual Disabilities</p>	06

5.10	e-Classroom: Concept and Adaptations for Children with Visual Impairment	
Practicum and Course Related Activities (as per the need of the course): a. Assignment(s) (Group/Small Group/Individual) Minimum three of the following <ul style="list-style-type: none"> • 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 and applications 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. • Make a comparison between Taylor's frame and Abacus with their Pros and cons in 500 words. • Prepare a short note (in about 400 words) on various aspects of a virtual classroom and how it could be made accessible to the visually impaired • Visit Report after visit to the available nearest resource center of assistive technologies for visually impaired students. <p>Hands on Training of Screen Reader, OCR soft-wares, conversion of print into accessible learning materials.</p>		30
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<ul style="list-style-type: none"> • Biwas, P. C. (2004). Education of children with Visual Impairment: in inclusive • Chaudhary, M. (2006). Low Vision Aids. Japee Brothers, New Delhi. • Fatima, R. (2010). Teaching aids in mathematics; a handbook for elementary teachers. • Kanishka Publication, New Delhi. 		

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- Mukhopadhyay, S., Mani, M.N.G., Roy Choudary, M., & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. NCERT, New Delhi.
- National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind. NIVH, Dehradun.
- NCERT (YKN). NCERT initiatives for Inclusive and Accessible Education. Retrieved online on 23/11/2023 from <https://ncert.nic.in/accessibility.php>
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- NIEPVD (2016). Visual Disability: A Resource Book for Teachers. Vo. 1. National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun
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- NIEPVD (2020). Effective Schools for Students with Visual Disabilities (Quality Indicators and Parameters). NIVH Dehradun. Retrieved online on 22/11/2023 from <https://nivh.gov.in/pdfdoc/qualityindicators.pdf>
- NIEPVD (2022). Expanded Core Curriculum (Hindi) Vistarit Mool Pathchariya. National Institute for the Empowerment of Persons with Visual Disabilities. Available at https://nivh.gov.in/?page_id=7391
- NIEPVD (2023). Screening Checklist for Vision Difficulties in Students . National Institute for the Empowerment of Persons with Visual Disabilities. Available at https://nivh.gov.in/?page_id=7391
- Perkins School for the Blind (2023). A to Z Assistive Technology for Low Vision. Available online on <https://www.perkins.org/resource/z-assistive-technology-low-vision/>
- Punani, B., & Rawal, N. (2000). Handbook for Visually Impaired. Blind Peoples'
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- SG ENABLE (2023). Enabling Guide. Retrieved online on 22/11/2023 from <https://www.enablingguide.sg/im-looking-for-disability-support/assistive-technology/at-visual-impairment>
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- Taraporevala & D'sylva (2014). Equip your world: A Synoptic view of access technologies for the visually challenged. Published by NIVH
- Vijayan, P., & Gnaumi, V. (2010). Education of Children with low Vision. Kanishka
- XRCVC (2020). Accessible E-content Creation. Standards and Guidelines. Retrieved online on 24/11/2023 from <http://xrcvc.org/docs/Accessible%20E-Content%20Creation%20Standards%20and%20Guidelines.pdf>

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	IV		
Name of the Course	Drama and Art In Education		
Course Code	B24-SED-402		
Course Type	EPC-2		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Exhibit a basic understanding of art appreciation, art expression and art education 2. Understand the diversity within artistic expression 3. Apply art as ‘critical pedagogy’ in classrooms 4. Adapt and modify activities to enhance learning and teach through art forms 5. Promote inclusive art and facilitate participation at cultural and community events 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Introduction to Art Education 1.1 Art and art education: Meaning, scope and perspectives 1.2 Breaking the stereotypes: understanding diversity and different perspectives within artistic expression 1.3 Artistic expression: Creative and emotional expression and regulation 1.4 Power of Art: classroom and beyond (e.g. changing disability narratives, sensitization and advocacy activities) 1.5 Adaptations, modifications, and strategies to facilitate learning and participation in cultural and community settings		06
II	Performing Arts: Dance and Music 2.1 Range of 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 Enhancing learning through movement, dance and music: strategies and adaptations 2.5 Adaptations, modifications, and strategies to facilitate participation in cultural and community settings		06

III	<p>Performing Arts: Drama</p> <p>3.1 Range of activities related to performing arts</p> <p>3.2 Experiencing, responding and appreciating drama</p> <p>3.3 Exposure to selective basic skills</p> <p>3.4 Enhancing learning through role plays and drama: strategies and adaptations</p> <p>3.5 Adaptations, modifications, and strategies to facilitate participation in cultural and community settings</p>	06
IV	<p>Visual Arts</p> <p>4.1 Range of activities related to visual arts</p> <p>4.2 Experiencing, responding and appreciating visual arts</p> <p>4.3 Exposure to selective basic skills</p> <p>4.4 Enhancing learning through visual arts: strategies and adaptations</p> <p>4.5 Adaptations, modifications, and strategies to facilitate participation in cultural and community settings</p>	06
V	<p>Media and Electronic Arts</p> <p>5.1 Range of art activities in media and electronic art forms</p> <p>5.2 Experiencing, responding and appreciating media and electronic arts</p> <p>5.3 Role of ICT and exposure to selective basic skills</p> <p>5.4 Enhancing learning through media and electronic art: strategies and adaptations</p> <p>5.5 Adaptations, modifications, and strategies to facilitate participation in cultural and community settings</p>	06
	<p>Transaction</p> <p>The concepts may be explained through real-life examples and selected case studies. Learners may be encouraged to conduct hands-on observations and critically review the materials.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lectures and discussions <input type="checkbox"/> Field visits <input type="checkbox"/> Hands-on experiential demonstrations <input type="checkbox"/> Workshops and seminars <input type="checkbox"/> Self-study and use of online resources <input type="checkbox"/> Presentations and projects <p>Course Work/ Practical/ Field Engagement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Debates or performances to advocate opinions and thought processes <input type="checkbox"/> Self-reflective essays on ways to include art to facilitate better teaching <input type="checkbox"/> Group teaching of academic or non-academic concepts using art <input type="checkbox"/> Develop and implement community sensitisation and awareness activities (e.g. Nukkad natak, art show, awareness campaigns or posters, any other events) <input type="checkbox"/> Using different art forms to change the narrative of disability from “special,” or “overcoming”, to diversity, an integral part of our cultural narrative, artistic expression <p>Review Indian and international disabled artists and companies in different art forms</p>	30

Total Contact hours			60
Suggested Evaluation Methods			
Internal Assessment: 15		End Term Examination: 35	
➤ Theory	15	➤ Theory:	35
• Class Participation:	4	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	4		
• Mid-Term Exam:	7		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
<ul style="list-style-type: none"> • Baniel, A. (2012). Kids beyond limits. Perigee Trade, New York. • Beyer, L.E. (2000). The arts, popular culture and social change. Falmer Press, London. • Botton, A.D. and Armstrong, J. (2013). Art as Therapy. Phaidon Press, London • Efland, A. D. (1990). A history of Art Education: Intellectual and social currents in teaching the visual arts. Teachers College Press, New York. • Finlay, V. (2014). The brilliant History of Color in Art. Getty Publications, Finlay. • Gair, S. B. (1980). Writing the arts into individualized educational programs. Art Education, 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., & Brueggemann, B. J. (2008). Disability and the teaching of writing: A critical sourcebook. Bedford/St. Martin's, Boston, MA. • Nyman, L., & Jenkins, A. M. (1999). Issues and approaches to art for students with special needs (pp. 142–154). National Art Education Association, Reston, VA. • Shirley, G. (2000). Art, an A to Z guide. Franklin Watts, New York. • Vaze, P. (1999). How to Draw and Paint Nature. Jyosna Prakashan, Mumbai • Ward, A. (1993). Sound and Music. Franklin Watts, New York. 			

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	IV		
Name of the Course	Basic Research and Basic Statistics		
Course Code	B24-SED-403		
Course Type	EPC-3		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Describe the concept, meaning and methods of research in education and special education. 2. Develop an understanding of the research process and acquire competencies for conducting a research. 3. Apply suitable measures for data organization and analysis. 4. Able to interpret the results and present research report 5. Understanding the principles of structuring and organizing research reports, including the introduction, literature review, methodology, results, discussion, and conclusion 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Introduction to Research 1.1 Research: Concept, Meaning, and importance of research 1.2 Characteristics of Research 1.3 Purpose of research 1.4 Methods of Research Descriptive/Analytical, Applied/Fundamental, Quantitative/Qualitative, Conceptual/Empirical 1.5 Research in Education and Special Education		06
II	Process of Research and Action Research 2.1 Process of Research - Selection of Problem - Formulation of Hypothesis - Collection of Data - Analysis of Data & Conclusion		06

	<p>2.2 Research Proposal Writing</p> <p>2.3 Action Research in Teaching Learning process</p> <p>2.4 Steps in Action Research</p> <p>2.5 Professional Competencies for Action Research</p>	
III	<p>Fundamentals of Research</p> <p>3.6 Research Design – concept, types and its uses</p> <p>3.7 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale</p> <p>3.8 Standardization of Tool- Reliability and Validity</p> <p>3.9 Sample and Sampling Techniques</p> <p>3.10 Data Collection and Organization of data: Array, Grouped distribution, Normal Distribution Curve</p>	06
IV	<p>Measurement and Analysis of Data</p> <p>4.1 Scale for measurement: Nominal, Ordinal, Interval and Ratio</p> <p>4.2 Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation,</p> <p>4.3 Correlation: Product Moment and Rank Order Correlation</p> <p>4.4 Graphical representation of data – Bar Diagram, Pie Chart, Scatter diagram, line Diagram, Doughnut, Bubble, radar</p> <p>4.5 Computer assisted statistical analysis softwares</p>	06
V	<p>Research Report Writing</p> <p>5.6 Interpretation of Data</p> <p>5.7 Report Writing</p> <p>5.8 Publication of Research Articles</p> <p>5.9 Ethics in Research</p> <p>5.10 Recent trends in research in special education</p>	06
	<p>Transaction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop a teacher made test for a given subject matter <input type="checkbox"/> Develop a questionnaire/checklist <input type="checkbox"/> Develop an outline for conducting action research <input type="checkbox"/> Student-Centric Discussion <input type="checkbox"/> VAK Teaching <input type="checkbox"/> Spaced Learning <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Dual Coding <input type="checkbox"/> Flipped Classroom <input type="checkbox"/> Lecture method <input type="checkbox"/> Demonstrative method <input type="checkbox"/> Interrogative method <input type="checkbox"/> Active method <input type="checkbox"/> Experimental method <input type="checkbox"/> Heuristic method <p>Course work/Practical/Field Engagement</p> <ul style="list-style-type: none"> • Assignment(s) (Group/Small Group/Individual) 	30

	<ul style="list-style-type: none"> • Project(s) (Group/Small Group/Individual) • Workshops and Training Sessions • Professional Development Opportunities in Research • Reflective Journals and Reports 	
Total Contact hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<ul style="list-style-type: none"> • Basic Research and Statistics Book Material, Dr. B.R.Ambedkar Open University, Hyderabad, 2020 • Bernard Ostle (2012), Statistics in Research: Basic Concepts and Techniques for Research Workers, Literary Licensing, LLC • Best, J. W., & Kahn, J. V. (1996). Research in Education Prentice-Hall of India, New Delhi. • C. R. Kothari (2004), Research Methodology Methods & Techniques, New AgeInternational (P) Limited, Publishers, New Delhi • Chaitanya Kumar (2021), Basic Research Methods and Statistics for Social Sciences Kindle Edition, Insha Publications • Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York. • Dooley, D. (1997). Social Research Methods. Prentice-Hall of India, New Delhi. • Duncan Cramer (1996), Basic Statistics for Social Research: Step-by-Step Calculations & Computer Techniques Using Minitab • 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. • Jitendra Kumar et. al.(2022), Basic Research Methodology and Statistics, Thakur Publication Private Limited • Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi. • Nancy et. al. (1999) Basic Research Methods and Statistics : An Integrated Approach: An integrated approach, S.Chand (G/L) & Company Ltd Publishers • P.K. Mohanty & S.K. Patel (2019), Basic Statistics 2nd Edition, Scientific Publishers • Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananthapuram. • Robert et. al. (2012) Basic Statistics for Social Research: 38 (Research Methods for the Social Sciences), Jossey-Bass Publication • Vimal Agarwal (2022), Basic Research Methodology And Statistics, SBPD Publications • Y.K. Singh (2006), Fundamental of Research Methodology and Statistics, New AgeInternational (P) Limited, Publishers, New Delhi 		

- <https://ori.hhs.gov/module-3-elements-research>
- <https://www.iedunote.com/research-process#:~:text=The%20research%20process%20aims%20to,findings%20in%20a%20research%20report.>
- <https://southcampus.uok.edu.in/Files/Link/DownloadLink/RM%20U1%20P1.pdf>
- <https://statisticsbyjim.com/basics/descriptive-inferential-statistics/>
- <https://makemeanalyst.com/basic-statistics-for-data-analysis/>
- <https://www.scribbr.com/methodology/research-ethics/>

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	IV		
Name of the Course	Life Skills Across Lifespan		
Course Code	B24-SED-404		
Course Type	CDI-5		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Understand necessary life skills required in day to day life. 2. Establish productive interpersonal relations. 3. Display effective communication skills 4. Manage up with emotional stress 5. Solve everyday problems and make ethical decisions 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Introduction to Life Skills Education 1.1. Definition and Concept of Life Skills 1.2. Theoretical Framework: WHO 1.3. Core Life Skills 1.4. Importance of Life Skills Education 1:30. Implementation Strategies		12
II	Communication and Interpersonal Skills 2.1 Effective Communication 2.2 Interpersonal Skills 2.3 Emotional Intelligence 2.4 Assertiveness Training 2.5 Cultural Sensitivity and Respect		12
III	Decision Making and Problem Solving Skills 3.1 Decision Making Process 3.2 Problem Solving Techniques 3.3 Creative Thinking 3.4 Critical Thinking 3.5 Ethical Decision Making		12

IV	Self-Awareness and Development 4.1 Understanding Self Concept and Self Esteem 4.2 Goal Setting and Planning 4.3 Social Skills 4.4 Time Management 4.5 Personal Values and Ethics	12
V	Coping with Emotions and Stress 5.1 Understanding Emotions 5.2 Managing Negative Emotions 5.3 Building Resilience 5.4 Stress Management Techniques 5.5 Seeking Help and Support	12
Total Contact hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<ul style="list-style-type: none"> • SCERT. Life Skills Education-Guidebook for Teachers (SCERT) • Sengararvelu, G. (2011). Education in Emerging Indian Society, Neel Kamal Publication Pvt Ltd. • UNESCO (1997). Adult Education the Hamburg Declaration, UNESCO, Paris. • UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris. • WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting, WHO, Geneva. • Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behavior, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu. • Dahama O.P., Bhatnagar O.P, (2005). Education and Communication for Development, (2nd Edn.), Oxford& BH Publishing Co. Pvt. Ltd. New Delhi. • Debra McGregor, (2007). Developing Thinking; Developing Learning - A guide to thinking skills in Education, Open University Press, New York, USA • Saravanakumar, A R Life Skill Education Through Lifelong Learning, Lulu Publication • Shalini Verma Development of Life Skill-II, Vikas Publishing House • Eckenrode, John, ed. The Social Context of Coping. New York: Plenum Press, 1991. • Bloona, Richard, ed. Coping with Stress in a Changing World. New York: McGraw Hill College Division, 1999. • Kataria, Pooja, Conflict Resolution: conflict: forms, causes and methods of resolution, Deep & Deep publications Pvt. limited 2007 		

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	IV		
Name of the Course	Guidance and Counseling		
Course Code	B24-SED-405		
Course Type	CDI-6		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Describe the concept and meaning of Counseling and Guidance. 2. Apply the skills of guidance and counseling in classroom situations and with families of the students. 3. Describe the process of development of self-image and self-esteem. 4. Discuss the types of counseling and guidance in special school and inclusive settings. 5. Narrate the importance and scope of family counseling 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Introduction to Guidance and Counseling 1.1 . Guidance and Counseling: Definition and Aims 1.2 . Areas of Guidance and Counseling 1.3 Core conditions in counseling 1.4 Skills and competencies of a Counselor 1.5 Role of the teacher in guiding and counseling students with special educational needs.		06
II	Applying Guidance and Counseling skills 2.1. Differentiating counseling and guidance 2.2. Ethics in counseling – e.g. Confidentiality, anonymity, respect, empathy 2.3. Counselor as a good listener 2.4.Guiding the students and their families on specific issues e.g, family issues, concerns onacademic performance, special educational needs 2.5.Counseling on specific issues e.g. Career		06

	counseling, family issues that emotionally affect the students such as separation/death of dear ones, other traumatic conditions	
III	<p>Enhancing Self Image and Self Esteem</p> <p>3.1. Concept of Self as a human being. 3.2. Understanding emotions, feelings and changes 3.3. Growth to autonomy 3.4. Personality development – role of the counselor 3.5. Role of teacher in developing in children, self-esteem and respecting feelings of others</p>	06
IV	<p>Guidance and Counseling in Inclusive Education</p> <p>4.1. Current status with reference to Indian schools 4.2. Types of Counseling: non directional, Child-centered, supportive, family members 4.3. Guidance in Formal and Informal situations: Within and outside classroom, vocational guidance 4.4. Group guidance: Group leadership styles and group processes. G 4.5. Challenges in group guidance</p>	06
V	<p>Family counseling of students with special educational needs</p> <p>5.1. Importance of establishing rapport with the family members. 5.2. Addressing family as a unit with focus on the student with special educational need. 5.3. Counseling siblings and other extended family members 5.4. Connecting home and school – collaboration with school teachers and family 5.5. Record maintenance of guidance and counseling interventions.</p>	06
	<p>Transaction</p> <p>The transaction for this course should be done with a perspective to enhance in the learners the ability to become a “People-helper”. They should be able to appreciate the role of a guide and counsellor in the school setting. Lecture discussions, role play and case discussions should be adopted to facilitate understanding among the learners.</p> <p>Course work/Practical/Field Engagement</p> <p>I. Counseling and report writing on a selected client/family II. Conduct of a simulated parent counseling session III. Review documents on vocational guidance and write an essay.</p>	30
Total Contact hours		60

Suggested Evaluation Methods			
Internal Assessment: 15		End Term Examination: 35	
➤ Theory	15	➤ Theory:	35
• Class Participation:	4	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	4		
• Mid-Term Exam:	7		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
<ul style="list-style-type: none"> • Naik, P.S. (2013). Counselling Skills for Educationists. New Delhi: Soujanya Books. • Nayak, A.K. (1997). Guidance and Counselling. New Delhi: APH Publishing. • Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. New Delhi: Soujanya Books. • Shah, A. (2008). Basics in Guidance and Counselling. New Delhi: Global Vision Publishing House. • Sharma, V.K. (2022). Administration and Training of Educational and Vocational Guidance. New Delhi: Soujanya Books. • Mehrotra, N (2016). A resource book on disability studies in India, https://www.jnu.ac.in/Faculty/nilika/A%20READER%20ON%20DISABILITY%20STUDIES%20IN%20INDIA.pdf • https://egyankosh.ac.in/bitstream/123456789/46291/1/BESE-132B4E.pdf • https://www.niepid.nic.in/Protocol_Psy.pdf • https://www.mheducation.co.in/counselling-and-guidance-9781259005077-india 			

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	IV		
Name of the Course	POSITIVE BEHAVIOUR SUPPORTS		
Course Code	B24-SED-406		
Course Type	CDI-6		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Develop an understanding of the underlying principles and assumptions of positive behaviour support 2. Use various measures of behavioural assessment. 3. Integrate techniques and methods of positive support in teaching and learning environments. 4. Select suitable strategies for managing challenging behaviours. 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Understanding Behaviour 1.1 Behaviour – Definition, features 1.2 Understanding behaviours – Topography and functions of behaviour 1.3 Understanding the communicative and non-communicative functions of behaviours 1.4 Role of internal factors (pain, hormones, sleep, physical and mental health and medication) 1.5 Role of external factors (unpredictability, lack of clarity, sudden changes)		06
II	Promoting Positive Support 2.1 Functional Analysis of Behaviour 2.2 Differentiating between shutdowns, meltdowns and tantrums 2.3 Understanding focused interests and motivations 2.4 Importance and benefits of self-stimulatory behaviours 2.5 Understanding sensory processing		06

III	Positive Strategies for Behaviour Support 3.1 Proactive, Active and reactive strategies 3.2 Using interests to promote positive behaviours 3.3 Using structure and visual strategies to promote positive behaviour 3.4 Providing choices, agency and control 3.5 Teaching emotional regulation	06
IV	Key Elements 4.1 Fostering safe and positive relationships 4.2 Fair and predictable consequences 4.3 Differentiated instructions 4.4 Significance of environmental modifications 4.5 Creating sensory-friendly, predictable environments	06
V	Developing Behaviour Support Plans 5.1 Understanding individual behaviour 5.2 Limitations and negative impact of the use of aversive and punishment procedures 5.3 Data-driven decision making 5.4 Collaboration and teamwork 5.5 Writing Individualised Positive Behaviour Support Plan	06
	Transaction The concepts may be explained through real-life examples and selected case studies. Learners may be encouraged to conduct hands-on observations and critically review the materials. <ul style="list-style-type: none"> <input type="checkbox"/> Lectures and discussions <input type="checkbox"/> Field visits <input type="checkbox"/> Hands-on experiential demonstrations <input type="checkbox"/> Workshops and seminars <input type="checkbox"/> Self-study and use of online resources <input type="checkbox"/> Presentations and projects Course work/Practical/Field Engagement <ul style="list-style-type: none"> <input type="checkbox"/> Observation and functional analysis of the behaviour <input type="checkbox"/> Development of an individualised PBS plan in different settings: educational, home, public places 	30
Total Contact hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS: https://www.unicef.org/easterncaribbean/media/1191/file/7-Key-Steps-to-Implementing-Positive-Behavioural-Systems-at-You-School-2017.pdf		

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	IV		
Name of the Course	Early Childhood Care and Education		
Course Code	B24-SED-407		
Course Type	CDI-6		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Explain the various domains of development. 2. Describe ways to identify at risk children and use screening tools 3. Describe the provisions and requirements for ECCE 4. Enumerate the inclusive early education pedagogical practices. 5. Describe the requirements for school readiness and transitioning 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	The Early Years: An Overview 1.6 Growth and development – Factors affecting growth and development, Principles of development, ages and stages of development 1.7 Critical period of development and Neural Plasticity 1.8 Sensitive Periods of Learning: Maria Montessori’s Framework & Windows of opportunity for learning 1.9 Domains of development: 1) Physical, motor & health 2) Communication and language, 3) Cognition, 4) Socio-emotional and 5) Approaches to learning 1.10 Significant milestones under each domain and red flags		06
II	Early Childhood Education & Intervention 2.6 Young children at risk as a result of physical and environmental factors and those resulting from individual and family circumstances. 2.7 Developmental checklists for screening & referrals 2.8 Developmental Systems Model for Early Intervention 2.9 Cross disability approach for early intervention		06

	2.10 Play as a tool for screening children	
III	<p>Requirements and provisions for Inclusive ECE</p> <p>3.1 Service Delivery systems for ECCE and EI : ICDS under Ministry of Women & Child development, DECIC under MoH and CDEIC under DEPwD of MSJ&E</p> <p>3.2 The ecosystem model for inclusive ECCE: Provisions at individual (child and family outcomes) micro system (Peer and teacher interactions), meso system (curriculum and professional team approach) , exosystem (community participation), and macro-level (national policy provisions).</p> <p>3.3 National and Global provisions: UNCRC (1989) & Protocols, The commission for protection of child rights (2005), Prohibition of child marriage Act (2006), POCSO (2012), Juvenile Justice (Care and Protection of Children) Act (2015), Child labour (Prohibition and Regulation) Amendment Act (2016) NEP 2020 provisions for ECCE</p> <p>3.4 Setting up of Inclusive ECCE: Infrastructural requirements, curriculum and collaborative practices</p> <p>3.5 Importance of Natural Environments and role of family in developing Individualized Family Service Plan (IFSP) Individualized Family Service Plan (IFSP)</p>	06
IV	<p>Inclusive Pedagogical practices</p> <p>4.1 Integrating Theories of Development into pedagogical practices</p> <p>4.2 Types and Stages of play – Symbolic play and its importance for the children with Disabilities</p> <p>4.3 UDL based activities in ECCE</p> <p>4.4 Developing Creativity, critical thinking, language, communication, Literacy, Numeracy through Activity Based Learning</p> <p>4.5 Developing musical, aesthetic, scientific & cultural Skills in young children</p>	06
V	<p>School Readiness and Transitions</p> <p>5.1 Children’s readiness for school and school readiness for children</p> <p>5.2 Indicators of school readiness</p> <p>5.3 NIPUN Bharat’s Goals and competencies for school readiness</p> <p>5.4 Transitioning from Home to inclusive ECCE</p> <p>5.5 Transitioning from inclusive ECCE to inclusive schools</p>	06

- NCFFS (2022) National Curricular for Foundational Stage , NCERT,DOSEL, MoE New Delhi
- Sen Gupta, M. (2009). Early Childhood Care and Education. PHI Learning Private Limited. New Delhi.
- Venkatacharya, P., Reddy, K. S. & Shridevi, k. (2018). Early Childhood Care and Education. Neelkamal Publications Private Limited. New Delhi.
- Web references
- https://depts.washington.edu/chdd/guralnick/pdfs/overview_dev_systems.pdf
- https://wcd.nic.in/sites/default/files/national_ecce_curr_framework_final_03022014%20%282%29_1.pdf
- https://ncert.nic.in/dee/pdf/smooth_successful.pdf
- https://ncert.nic.in/pdf/VidyaPravesh_Guidelines_GradeI.pdf
- <https://www.right-to-education.org/issue-page/early-childhood-care-and-education>
- https://itpd.ncert.gov.in/pluginfile.php/1541285/mod_resource/content/1/1_7_eng_ecce_in_india.pdf

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	IV		
Name of the Course	Community-Based Rehabilitation		
Course Code	B24-SED-408		
Course Type	CDI-6		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Explain the concept, principles and scope of community-based rehabilitation. 2. Learn the strategies for promoting public participation in CBR. 3. Apply suitable methods for preparing persons with disability for rehabilitation within the community. 4. the community. 5. Provide need-based training to persons with disabilities. 6. Develop an understanding of the role of government and global agencies in CBR. 7. Develop an understanding of the roles played by OPD members and siblings 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	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 1.4 Socio-cultural and Economic Contexts of CBR 1.5 Scope and Inclusion of CBR in Government Policies and Programs		06
II	Preparing Community for CBR 2.1 Awareness Program-Types and Methods 2.2 Advocacy - Citizen and Self 2.3 Focus Group Discussion 2.4 Family Counselling and Family Support Groups 2.11 CBR and Corporate Social Responsibility		06
III	Preparing Persons with Disability for CBR 3.1 School Education: Person-Centred Planning, and Peer Group Support		06

	3.2 Transition: Individual Transition Plan, Development of Self Determination and Self- Management Skills 3.3 Community Related Vocational Training 3.4 Skill Training for Living within Community 3.5 Community Based Employment and Higher Education	
IV	Inclusive Community Development 4.1 Community, Disability and Development 4.2 Mapping of resources in the community 4.3 Advocacy and collaboration with government departments 4.4 Identifying needs of families and developing IFSP 4.5 Disability and poverty	06
V	Mobilising Community for inclusion of persons with disabilities 5.1 Promoting OPD and their roles in CBR 5.2 Promoting Sibling Groups 5.3 Inclusion of PwDs in SHG 5.4 Inclusion of PwDs in Panchayat-Raj 5.5 Participatory approach of CBR	06
	Transaction Besides the lecture method the topics in this course may be transacted through discussion on selected case studies, classroom seminar/debates and visit to community to interact with OPDs and SHGs. Course work / Field Engagement <ul style="list-style-type: none"> Visit an ongoing CBR program and write a report on its efficacy Organize a community awareness program Conduct a focus group discussion on a selected disability issue with school/college students 	30
Total Contact hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<ul style="list-style-type: none"> 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 People with 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(2014). Ministry of Social Welfare, Govt. of India, New Delhi. 		

- Scheme of Assistance to Organizations for Disabled Persons, Ministry of Social Welfare, Govt. of India, New Delhi.
- WHO .(1982). Community Based Rehabilitation — Report of a WHO International Consultation, Colombo, Sri Lanka, 28 June- 3 July. WHO (RHB/IR/82.1)
- WHO .(1984). "Rehabilitation For All" in World Health Magazine, WHO, Geneva.

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	IV		
Name of the Course	Application of ICT in Classroom		
Course Code	B24-SED-409		
Course Type	CDI-6		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Gauge the varying dimensions in respect of ICT and Applications in Special Education. 2. Delineate the special roles of ICT Applications. 3. Acquire Familiarity with Different Modes of Computer-Based Learning. 4. Describe the application of ICT in Inclusive setups 5. Explain the policy provisions for ICT 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Information Communication Technology (ICT) and Special Education 1.1 Meaning, Definitions and Importance of ICT 1.2 Scope of ICT in Teaching Learning Process, Assessment, Administration and Research 1.3 Role of ICT in 'Construction of Knowledge' (Constructivism & ICT) 1.4 Integrating ICT in Special Education and its Application 1:30 Challenges of ICT in Education		06
II	ICT, Computer and Communications 2.1 Communicative Skills & ICT (Supporting Listening, Speaking, Reading & Writing for different groups) 2.2 Mass Communication Media: Radio, Television, Newspaper, Magazines, Internet based Social Media 2.3 Computers: Functional Knowledge, Using Word Processing, Spreadsheet and Presentation Software 2.4 Computer as a Learning Tool: Effective Browsing; Cross Collating Knowledge from Varied Sources 2.5 Communication with Stakeholders & Use of ICT		06

III	Visualising Technology-Supported Learning Situations 3.1 Preparation of Learning Schemes and Planning Interactive Use of ICT 3.2 Developing PPT Slide Show for Classroom 3.3 Organising virtual classroom and virtual meetings 3.4 Organizing Teleconferencing and Video-Conferencing 3.5 Assessment Strategies and Scope of ICT	06
IV	ICT Ecosystem for Inclusive Education 4.1 Creating ICT Ecosystem in the school for inclusive education– hardware, software – 4.2 Use of OERs; Free and Open Source Software (FOSS) 4.3 Assistive Technologies and ICT for planning and classroom management 4.4 MOOCs, e groups, e-forums, etc (National level Initiatives) 4.5 E-Classroom: Concept, and Required Adaptations for Students with Disabilities	06
V	Policy, Legal & Ethical Concerns 5.1 Security Threats and Measures; Cyber privacy and Netiquette 5.2 National Level initiatives for promotion of E-learning 5.3 Ethical Practices; Cyber laws and Child Safety 5.4 International and National Policy concerns on Use of ICT in education 5.5 Overview of WCAG (Web Content Access Guidelines)	06
	Course Work/ Practical/ Field Engagement (any Two of the following) I. Develop a script on any topic of your choice. Conduct an interview with an expert on theselected 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 IV. Enrol and complete MOOC courses in Swayam Portal Analyse OERs on National Platform, write the features and characteristics of these OERs	30
Total Contact hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<ul style="list-style-type: none"> Kozma, R.B. (2003). Technology, Innovation, and Educational Change: A Global Perspective: A Report of the Second Information Technology in Education Study, Module 2. International Society for Technology in Education. 		

- Abbot, C. (2001). *ICT: Changing Education*. Routledge Falmer.
- Florian, L., & Hegarty J. (2004). *ICT and Special Educational Needs: A Tool for Inclusion*. Open University Press, Maidenhead.
- CEMCA (2016). *Resource Book on ICT Integrated Teacher Education*. The Commonwealth Educational Media Centre for Asia (CEMCA).
- UNESCO (2023). *UNESCO's ICT Competency Framework for Teachers*

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	IV		
Name of the Course	Disability, SEDGs, and Gender		
Course Code	B24-SED-410		
Course Type	CDI-06		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Develop an understanding of human rights based approach in context of disability, human values and co-existence of disability among socio-economically disadvantaged groups.. 2. Explain the socio-demographic perspectives of gender and disabilities, compounding impact of gender and disability, legal safeguard for girls and transgender and gendered experiences of students with disabilities. 3. Describe the socio-cultural and educational issues and concerns of students with disabilities belonging to Socio-cultural groups (ST, SC, OBC and Minorities), educational programmes and role of a teacher. 4. Illustrate the challenges in education of students residing in difficult and aversive geographical terrains, educational initiative and role of a teacher 5. Enlist the challenges faced by children with disabilities in difficult circumstances, analyse the disadvantageous impact on the CwDs and plan out the educational intervention programmes for them. 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	1.1 Human rights-based approach: Concept, history and advantages 1.2 Principles of human rights-based approach- Equality and non-discrimination, universality & inalienability, participation and inclusion, interdependence and interrelatedness, accountability and rule of law 1.3 Instruments of human rights system- Legal frameworks,		06

	<p>policies & programmes, resources and supports, public awareness-information, education and communication (IEC), establishments, networking and collaborations with different societal spheres</p> <p>1.4 Human values and disability- Social existence of disability, human diversity and rights, empowerment, enforceability, indivisibility, participation, legal and social protection, safety and security, and advocacy</p> <p>1.5 Socio-Economically Disadvantaged Groups(SEDGs) and human empowerment– SEDGs- social and legal identities, their socio-economic conditions, empowerment provisions for their health care, education, employment, legal protection and justice, accessible public spaces and services, social inclusion and community participation.</p>	
II	<p>Gender Identity and disability</p> <p>2.1 Gender and socialization practices - gender and sex, stigma and discrimination, gender roles and responsibilities, socialization of boys, girls and transgender in family and society.</p> <p>2.2 Disability and socialization practices- gendered disability, stigma and discrimination, violence, individuals with disability and their roles and responsibilities, socialization of boys, girls and transgender with disability in family and society.</p> <p>2.3 Legal safe guards for girls and transgender with and without disability- Constitutional provisions, PWDV Act 2005, POCSO-2012, JJ Act 2015, RTE (amendment) Act 2012 and, RPwD Act 2016, Transgender Persons (Protection of Rights) Act, 2019, The Criminal Law (Amendment) Act, 2013 & 2018</p> <p>2.4 Gendered experience of students with disability- Residential and non-residential schools, classrooms and beyond, curriculum, learning activities, textbooks, assessment, equity and social role valorization, implications for teaching and learning in different learning centres.</p> <p>2.5 Educational initiatives and teachers’ role: Policy, schemes and programmes, gender inclusion fund, measures for empowerment of girls, women and transgender with disability on enhancing quality of their socio-economic conditions, education, health (including sexual, reproductive and mental health), employment, life-style.</p>	06
III	<p>Disability and Socio-cultural groups</p> <p>3.1 Socio-Cultural Groups- Constitutional and social identities, educational and social rights, policy and programmes for scheduled tribes, scheduled castes, other backward classes, linguistic and religious minority groups.</p> <p>3.2 Socio-educational issues and concerns- marginalization, discrimination and social exclusion, harassment, poverty, social mores & customs, language, inaccessibility to quality schools.</p> <p>3.3 Gendered disability among socio-cultural groups- multiple and compound impacts of disability and disadvantage,</p>	06

	<p>lack of resources and supports, underrepresentation in schools.</p> <p>3.4 Educational initiatives: Identification of untapped talents among SEDGs, inclusion fund, up gradation and strengthening of schooling system, academic activities under tribal sub-plan and scheduled caste sub plan, relaxations and reservation schemes, scholarships and other incentive schemes.</p> <p>3.5 Teachers' role in promoting equality and inclusion- respect and acceptance of socio-cultural conditions, contextualization of curriculum, multilingual pedagogical approach, skills of multi-grade teaching, identification of socio-cultural milieu and other resources, use of socio-cultural capital of learners in teaching and learning.</p>	
IV	<p>Disability and Geographical conditions</p> <p>4.1 Geography and disparity in education - inter and intra states disparity, poverty, specific issues of coastal areas, hilly areas, dessert, natural disasters prone areas, developmental projects area, international boundaries area.</p> <p>4.2 Geographical conditions and disability- issues related to different geographical terrains, access to education, access to rehabilitation services, infrastructural conditions, language and culture, availability and accessibility of resources, services, information, communication and transport.</p> <p>4.3 Educational initiatives in difficult terrains: Government schemes and programmes, intervention in aspirational districts, PM- New 15 point programmes, Special Education Zones, residential schooling, alternative forms of schooling, scholarships and other incentive schemes.</p> <p>4.4 Local governance and collaboration: understanding the local governance, resource identification and resource mobilization, collaboration with local organizations and community.</p> <p>4.5 Teachers' role in promoting equality and inclusion- understanding the geographical conditions and learning needs of children, adjustment of learning spaces, adaptation and accommodation in scheduling of learning activities and timings, adaptation in curriculum, teaching-learning, assessment, harnessing technology.</p>	06
V	<p>Disability, Socio-economic and other disadvantaged conditions</p> <p>5.1 Disability and poverty: Occurrence of disability, discrimination and vulnerability, other interacting factors like family interaction, child rearing, nutrition, social and physical well-being, employment.</p> <p>5.2 Disability in migrant community, refugees, construction workers- CwDs in migrating families, ambiguous sense of belongingness, lack of housing and inaccessible living arrangements, experiences of simultaneous discrimination, health and social relations, sense of helplessness.</p> <p>5.3 Children with disability in chronic distress and at risk</p>	06

	<p>conditions- CwDs of chronically ill parent(s), sex-workers, single parents, prisoners, CwDs in juvenile/observation homes, CwDs engaged in substance abused, CwDs living in vulnerable situations, orphans with disabilities, child beggars, destitute CwDs, victims with disabilities of or CwDs of victims of trafficking, victims with disabilities of disasters, social conflicts, war and other human actions.</p> <p>5.4 Educational initiatives: Policy, schemes and programmes, short-term mitigating interventions and long term sustainable interventions, educational opportunities in mobile schools, schools on wheel/tents, porta-cabin schools, learning in shelter homes, services of counselors, social workers and volunteers as in NEP 2020.</p> <p>5.5 Teachers' role in promoting equality and inclusion- learning opportunities in difficult situations, curricula alignment, designing of portable learning aids, package programming and digital education, developing information and community support mechanism, working with family in distress, identifying and use of strengths within at risk community, resourcefulness and service provision in crisis situation, inter and intra linkages in community and bridging the gap between the school and community.</p>	
Transaction		
<p>This course has been designed to provide the student teachers a socio-cultural perspective to disability. It aims to promote awareness about the space for disability equity and rehabilitation within the human rights system. As such the transaction of the course topics should be done through focus group discussions, issue-based classroom interactions in addition to lectures and seminars. Field-visits, cross-sectional survey, case studies, assignments and projects should be added to strengthen the transactional process and learning.</p>		
Course work/Practicum/Field Engagement		
	<ul style="list-style-type: none"> <input type="checkbox"/> Design activity- log to establish a Gender Justice Club or Disability Support Circle inschool. <input type="checkbox"/> Study the case of a woman with disability and submit a report. <input type="checkbox"/> Explore internet and document case-studies of transgender with disability <input type="checkbox"/> Review selected paper/s authored by women with disability <input type="checkbox"/> Conduct a gender analysis of a selected disability Act/policy <input type="checkbox"/> Interact with children and families of socio-cultural groups, identify the challenges of education and prepare a plan of action. <input type="checkbox"/> Visit to observation homes/shelter homes/homes of construction workers, migrant families in your locality, interact with CwDs and families at risk and prepare a package programme for her/his holistic development. 	30
Total Contact hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	

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

- Alber, B. and Hurst, R. (2004). Disability and a human rights approach to development. Disability Knowledge and Research. (available at www.disabilitykar.net)
- DGS (2021). Inclusion of Transgender Children in School Education: Concerns and Roadmap. Department of Gender Studies, National Council of Educational Research and Training, New Delhi.
- DoSEL (2020). National Education Policy-2020. Department of School Education and Literacy. Ministry of Human Resource Development (Now Ministry of Education), New Delhi.
- Ghosh, M. (2015). Disability and women: A Note on the Tribal Aboriginals in Darjeeling Hills. International Journal of Scientific Research, 4(4), doi:10.36106/ijsr
- Gobinda C. Pal (2010). Dalits with Disabilities: The Neglected Dimension of Social Exclusion. Working Paper Series Indian Institute of Dalit Studies New Delhi
- 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 Publications Pvt. Ltd. New Delhi.
- Meekosha, H. (2004). Gender and Disability. Sage Encyclopaedia of Disability.
- NCERT (2006). Position Paper-National Focus Group on Gender Issues in Education. National Council of Educational Research and Training, New Delhi.
- NCERT (2013). Training Material for Teacher Educators on Gender Equality and Empowerment. National Council of Educational Research and Training, New Delhi.
- NCERT (2017). Minority Education- Policies, Programmes and Schemes-Frequently Asked Questions. National Council of Educational Research and Training, New Delhi.
- NCERT (2017). Modules for Enhancement of Quality Education-Issues, Challenges and Concerns of Scheduled Castes (A Training Package). National Council of Educational Research and Training, New Delhi.
- NCERT (2020). Inclusion in Education-A Manual for School Management Committee. National Council of Educational Research and Training, New Delhi..

Session: 2024-25			
Part A - Introduction			
Name of the Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	IV		
Name of the Course	Internship at Inclusive School		
Course Code	B24-INT-411		
Course Type	PCDS-3		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Plan & execute academic activities in inclusive schools 2. Undertake role of assisting teacher in inclusive classroom teaching 3. Write, review on accessibility features/ barrier free environment at inclusive schools 4. Develop assessment devices & conduct examinations 5. Organize close cultural activities in inclusive schools 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	1	3	4
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Time	0	03:00 hours	
Part B- Contents of the Course			
Practicals			Contact Hours
Sr. No.	Tasks	Specific Activities	
1	Planning	Studying the background of the children in the allotted class and reading and reporting on Academic Calendars, Time Table, Diaries, Work-Books, Progress Reports, Case files, Parent Meeting Records, Different Formats and Assessment	3+12
2	Role of Teacher Assistant/ Team Teaching	Assisting Teachers at Inclusive Schools in Classroom Teaching (should also include 5 hours of training in Basics Braille for other students)	6+24
3	Review on Barrier-Free Environment	Studying the extent of a barrier-free environment available at the inclusive school in consultation with the school Principal/Teacher	6+24
4	Assessments & Remedial Support	Assist the teachers in developing teacher-made tests, conducting unit tests, Marking schemes, Exam supervision, Evaluation of answer scripts	3+12

		and reporting.	
5	Undertaking Cross-Curricular Activities	Conducting various activities of art, craft, drama, painting, yoga, adapted sports and physical education, celebrations of festivals, etc.	6+24
			120
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Practicum		➤ Practicum	
	30		70
• Class Participation:	5	Lab record, Viva-Voce, write-up and execution of the practical	
• Seminar/Demonstration/Viva-voce/Lab records etc.:	10		
• Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			

Session: 2024-25			
Part A - Introduction			
Name of the Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	IV		
Name of the Course	Internship in Other Disability		
Course Code	B24-INT-412		
Course Type	PCDS-4		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Record students' background in the class in special schools for different disabilities 2. Act as co/assistant teacher at special schools 3. Acquire skills for supporting children with other disabilities 4. Assist teachers in conduct of examination and evaluation 5. Undertake cross curriculum activities in special schools for other disabilities 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	01	03	04
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Time	0		
Part B- Contents of the Course			
Practicals			Contact Hours
Sr. No.	Tasks	Specific Activities	
1	Planning	Studying the background of the children in the allotted class and reading and reporting on Academic Calendars, Time Table, Diaries, Work-Books, Progress Reports, Case files, Parent Meeting Records, Different Formats and Assessment	3+12
2	Role of Teacher Assistant/ Team Teaching	Assisting Teachers at Special Schools in Classroom Teaching	6+24
3	Additional Skills (Other Disabilities)	Acquiring the basics of additional skills required for supporting children with other disabilities. Eg. ISL, Behavior Modification Training, etc. Preparing TLM; etc.	6+24
4	Assessments	Assist the teachers in developing Teacher-made tests, conducting unit tests, Exam supervision, Evaluation of answer scripts and reporting, and	3+12

		applying adaptations.	
5	Undertaking Cross-Curricular Activities	Conducting various activities of art, craft, drama, painting, yoga, special or adapted sports and physical education, celebrations of festivals, etc.	6+24
			120
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Practicum	30	➤ Practicum	70
• Class Participation:	5	Lab record, Viva-Voce, write-up and execution of the practical	
• Seminar/Demonstration/Viva-voce/Lab records etc.:	10		
• Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	IV		
Name of the Course	Employability Skills for the Visually Impaired		
Course Code	B24-SED-413		
Course Type	ES-1		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Outline the importance of Employability Skills and discuss relevant 2I century skills required for employment 2. Describe the types of entrepreneurship and enterprises, avenues 3. Develop various readiness skills for apprenticeship 4. Appreciate diversity at workplace and behave and communicate appropriately with all genders and PwD 5. Operate digital devices and use the associated applications and features at workplace 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Introduction to Employability Skills 1.1 Meaning and Importance of Employability Skills 1.2 Learning Employability Skills Online 1.3 2I Century Employability Skills 1.4 Critical Thinking and Decision-Making 1:30 Leadership and responsibility; Collaboration		12
II	Entrepreneurship 2.1 Introduction to Entrepreneurship 2.2 Difference Between Self-Employment & Entrepreneurship 2.3 Entrepreneurship as a Career Option 2.4 Functions of an Entrepreneur 2.5 Exploring the Market for Entrepreneurship avenues		12
III	Getting Ready for Apprenticeships 3.1 Personal Grooming and Hygiene 3.2 Building Resume 3.3 Preparing For An Interview 3.4 Handling Rejection and Failure		12

	3.5 Enrolling For Apprenticeships	
IV	Getting Included at the Workplace 4.1 Diversity in the Workplace 4.2 Inclusion in the Workplace 4.3 Diversity Specific Skills 4.4 Preparing for Independence and Livelihood Reality 4.5 Effective Communication Skills	12
V	Essential Digital Skills 5.1 Introduction to Digital Skills 5.2 Using Computer, Social Media 5.3 Internet Safety 5.4 Introduction to Mobile Applications 5.5 Exploring Popular Sites for Learning and Career Growth	12
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<ul style="list-style-type: none"> • Bauer, C. A., & Bolsinger, H. J. (2017). The Value of Constitutional Values: An Exploratory Study of the Constitutions of India and Bavaria. <i>Tattva Journal of Philosophy</i>, 9(1), 13-30. • Employability Skills for Persons with Disabilities for Locomotor Disabilities, Visually Impaired and Hearing Impaired, Student Workbook Retrieved from https://scpwd.in/pdf/employability-skills-for-PWDs-manual-final-compressed-compressed.pdf • Gita JO, Amit K, sarju M et.al. Factors influencing employability of Persons with disabilities in India: a systematic review protocol. <i>International Journal of Research and review</i>. 2023; 10(4): 231-236. • GoI (2021). National Education Policy 2020 . Ministry of Human Resource Development, Government of India. • Maritz, A., & LaFerriere, R. (2016). Entrepreneurship and self-employment for people with disabilities. <i>Australian Journal of Career Development</i>, 25(2), 45-54. DOI:10.1177/103841621665804. • Ministry of Skill Development and Entrepreneurship. (2015). National Policy on Skill Development and Entrepreneurship. Government of India. • NCERT. (2023). National Curriculum Framework For School Education. New Delhi. Retrieved from: https://www.ncert.nic.in/pdf/NCFSE-2023-August_2023.pdf • The Right to Reasonable Accommodations of Persons with Disabilities, Retrieved from https://www.canefoundation.org/ 		

Kurukshetra University, Kurukshetra

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

("A++" Grade, NAAC Accredited)



Scheme of Examinations for

Post Graduate Programme

Master of Education- Special Education (Visual Impairment)

[M.Ed. Spl. Ed. (V.I.)]

**as per Rehabilitation Council of India (RCI), 2024
Curriculum and Credit Framework
(Norms, Regulations & Course Content)
With effect from the session 2024-25**

**DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
KURUKSHETRA UNIVERSITY, KURUKSHETRA -136119
HARYANA, INDIA**

Programme Learning Outcomes (PLOs)

PLOs	M.Ed. Spl. Ed. (VI).
	After the completion of Masters in Education–Special Education (VisualImpairment) i.e. M.Ed. Spl. Ed. (VI). the student will be able to:
PLO-1: Knowledge and Understanding	demonstrate the fundamental and advanced knowledge of the Education and Special Education and understanding of recent developments and issues, including methods and techniques, related to the Special Education.
PLO-2: General Skills	acquire the general skills required for performing and accomplishing the tasks as expected to be done by a skilled professional in the fields of Special Education.
PLO-3: Technical/ Professional Skills	demonstrate the learning of advanced cognitive technical /professional skills required for completing the specialized tasks related to the profession and for conducting and analyzing the relevant research tasks indifferent domains of the Special Education.
PLO-4: Communication Skills	effectively communicate the attained skills of the Special Education in well-structured and productive manner to the society at large.
PLO-5: Application of Knowledge and Skills	apply the acquired knowledge and skills to the problems in the subject area, and to identify and analyze the issues where the attained knowledge and skills can be applied by carrying out research investigations to formulate evidence-based solutions to complex and unpredictable problems associated with the field of Special Education or otherwise.
PLO-6: Critical thinking and Research Aptitude	attain the capability of critical thinking in intra/ inter-disciplinary areas of the Special Education enabling to formulate, synthesise, and articulate issues for designing of research proposals, testing hypotheses, and drawing inferences based on the analysis.
PLO-7: Constitutional, Humanistic, Moral Values and Ethics	know constitutional, humanistic, moral and ethical values, and intellectual property rights to become a scholar/ professional with ingrained values in expanding knowledge for the society, and to avoid unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.
PLO-8: Capabilities/qualities and mindset	to exercise personal responsibility for the outputs of own work as well as of group/team and for managing complex and challenging work(s) that requires new/ strategic approaches.
PLO-9:Employability and job-ready skills	attain the knowledge and skills required for increasing employment potential, adapting to the future work and responding to the rapidly changing demands of the employers/ industry/ society with time.

Scheme of M.Ed. Spl. Ed. (VI) Programme

Semester	Type of Course	Course Code	Course Title	Credits	Contact Hours				Internal Assessment	External Assessment	Total Marks	Duration of Exam (Hours)
					Lecture	*CW/FE	Tutorial	Total				
I	CC-1	M24-SED-101	Development in Education and Special Education	3	3	3	0	6	25	50	75	2:15
	CC-2	M24-SED-102	Psychology of Development and Learning	3	3	3	0	6	25	50	75	2:15
	SC-1	M24-SED-103	Identification, Assessment and Needs of Persons with Visual Impairment	3	3	3	0	6	25	50	75	2:15
	SC-2	M24-SED-104	Curriculum and Teaching Strategies for Persons with Visual Impairment	3	3	3	0	6	25	50	75	2:15
	PC-1	M24-SED-105	Practical Related to Visual Impairment	8	8	8	0	16	60	140	200	3:00
	Total Credits (Sem-I)				20	Total Contact Hours (per week)			40	Total Marks (Sem-I)		500
II	CC-3	M24-SED-201	Research Methodology and Statistics	3	3	3	0	6	25	50	75	2:15
	CC-4	M24-SED-202	Curriculum Development & Educational Evaluation	3	3	3	0	6	25	50	75	2:15
	CC-5	M24-SED-203	Equitable and Inclusive Education	3	3	3	0	6	25	50	75	2:15
	SC-3	M24-SED-204	Therapeutics and Assistive Devices for Persons with visual Impairment	3	3	3	0	6	25	50	75	2:15
	PC-2	M24-SED-205	Practical Related to Visual Impairment	8	8	8	0	16	60	140	200	3:00
	Total Credits (Sem-II)				20	Total Contact Hours (per week)			40	Total Marks (Sem-II)		500
End of 1st Year	Total Credits (Sem-I & II)			40	Total Contact Hours (per week)			80	Total Marks (Sem-I & II)		1000	-
	CC-6	M24-SED-301	Perspectives in Teacher Education	3	3	3	0	6	25	50	75	2:15
	SC-4	M24-SED-302	Adulthood and Family Issues of Persons with	3	3	3	0	6	25	50	75	2:15

III			Visual Impairment										
	EC-1 (Any one)	M24-SED-303	Educational Management	2	2	2	0	4	15	35	50	2:15	
		M24-SED-304	Educational Technology	2	2	2	0	4	15	35	50	2:15	
		M24-SED-305	Guidance and Counseling	2	2	2	0	4	15	35	50	2:15	
	DISS-1	M24-SED-306	Dissertation (Synopsis)	2	2	2	0	4	50	0	50	3:00	
	FEI-1	M24-SED-307	Field engagement/ Internship related to Visual Impairment(As a Teacher Educator)	8	8	8	0	16	60	140	200	3:00	
	ESCV	M24-SED-308	Employability Skills & Constitutional Values	2	2	2	0	4	15	35	50	1:30	
	Total Credits (Sem-III)				20	Total Contact Hours (per week)			40	Total Marks (Sem-III)		500	-
IV	DISS-2	M24-SED-401	Dissertation	12	12	12	0	24	90	210	300	3:00	
	FEI-2	M24-SED-402	Field engagement/ Internship related to Visual Impairment(As a Teacher Trainer)	8	8	8	0	16	60	140	200	3:00	
	Total Credits (Sem-IV)				20	Total Contact Hours (per week)			40	Total Marks (Sem-IV)		500	-
End of 2nd Year	Total Credits (Sem-I - IV)				80	Total Contact Hours (per week)			160	Total Marks (Sem-I - IV)		2000	-

Abbreviations Used: **CC**-Core Course **SC**-Specialization Course **EC**-Elective Course **FEI**- Field Engagement & Internship

PC-Practical Course **ESCV**-Employability Skills & Constitutional Values

CW/FE-Course Work /Field Engagement

DISS-Dissertation

*CW/FE will be covered by students on their own per week over the duration of a semester/year. This will not be contributed /counted towards the workload.

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Syllabus

for

Post Graduate Programme

Master of Education- Special Education (Visual Impairment)

[M.Ed. Spl. Ed. (V.I.)]

as per Rehabilitation Council of India (RCI), 2024

Curriculum and Credit Framework

(Norms, Regulations & Course Content)

With effect from the session 2024-25

DEPARTMENT OF EDUCATION

FACULTY OF EDUCATION

KURUKSHETRA UNIVERSITY, KURUKSHETRA -136119

HARYANA, INDIA

Session: 2024-25

Part A – Introduction

The course aims to develop sound understanding on how both education and special education have been developed in the country. This would include a critical appreciation in the learners about various legislations, policies and programs those have influences the growth in the field of special and inclusive education. The course would also provide learning opportunities to understand the challenges in the field and address these with appreciation of prospectives in special and inclusive education.

Name of Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	I		
Name of the Course	Development in Education and Special Education		
Course Code	M24-SED-101		
Course Type	Core Course/ CC-I		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Describe development of education system in India; CLO 2: Explain the development of special education system in India; CLO 3: Discuss the implications of international and national legislations, policies and programmes on promotion of education of persons with disabilities; CLO 4: Analyse the opportunities, challenges and barriers that individuals with disabilities experience in educational institutions; CLO 5: Critically examine the perspectives in special and inclusive education.		
Credits	Theory	Course work/ Practical/ Field Engagement	Total
	3	0	3
Teaching Hours per week	3	3	6
Internal Assessment Marks	25	0	25

End Term Exam Marks	50	0	50
Max. Marks	75	0	75
Examination Time	2:15 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 10 questions in all, asking two questions from each unit by taking course learning outcomes (CLOs) into consideration. The examinee will be required to attempt 5 questions, selecting one question from each unit. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Overview of Education: It's Dimensions and Development 1.1 Aims of education: education as social sub-system 1.2. Dimensions of education: education as investment, education and human rights, education for ethical development 1.3. Education as purposive and continuous process, education for culture: socio-cultural changes 1.4. Development of education during ancient and Vedic period, Medieval period, Pre independence period 1.5. Development of education post-independence period (including growth of school education) and educational reorganization		9
II	Overview of Special Education in India 2.1. Tracing Education for Persons with Disabilities in India: historical perspective of education of persons with disabilities in India (starting from Vedic and epic literature) and development during 20th century 2.2. Post-independence period (including constitutional provision and directive principles) and changing models of disability and emerging concept of education for person with disability (right based approach) 2.3. Changing perspectives in education of persons with disabilities from segregation to inclusive; 2.4. Access and enrolment: nature and severity of disability, types of schools attended, growth of schools; identification, early intervention as facilitator for educational access 2.5. Impact of technological advances and researches in special and inclusive education		9
III	Development of Special Education: Contribution of Legislations & Policies 3.1. Contribution of key international instruments in development of special education: UNESCO convention against discrimination, convention of the rights of persons with disabilities 2006, Review of efforts made by international organization: UNESCAP, UNICEF, WHO, UNDP, Sustainable Development Goal 4 3.2. Contribution of Indian legislations in development of special education for promoting education of person with disabilities: Rehabilitation Council of India Act, 1992, PWD Act 1995; National Trust Act 1999; RTE Act 2009; Rights of		9

	<p>Persons with Disabilities Act 2016,</p> <p>3.3.Review of various national commissions, policies on education (NEP 1986, POA 1992, NEP 2020); Review of national policies with respect to persons with disability (2006) and draft national policy on persons with disabilities (2022)</p> <p>3.4.Review of national programme to promote education of persons with disabilities: IEDS, DPEP, SSA, RMSA, SMSA, NIOS and its implication on education of persons with disabilities,</p> <p>3.5.Govt. schemes and provisions for education of persons with disabilities; reviews of contributions of national institutions for empowerment of disabilities, Growth and role of NGOs in promoting education of persons with disabilities: historical perspective, contribution of international and national as well local NGOs</p>	
IV	<p>Challenges in Education of Persons with Disabilities</p> <p>4.1.Equality of Opportunities and Education and persons with disabilities, socially economically disadvantaged groups, commitment to the education of all through schooling regardless of ability: Identifying issues and addressing challenges</p> <p>4.2.Need and significance enrolment and retention of persons with disabilities: Identifying issues and addressing challenges to promote enrolment and retention of children with disabilities,</p> <p>4.3.Accessibility: need and significance; improving accessibility of -built environments: classroom, laboratories, playground, canteen and other areas of school, accessibility in communication, reading and writing,</p> <p>4.4.Adaptation and reasonable accommodation in teaching learning process, learning resources and support: Identifying issues and addressing challenges</p> <p>4.5.Status of support systems and resources for special and inclusive education: issues and challenges; required support system to meet diverse learning need of individuals, support and resources for home-based education, need for collaboration for support and resources</p>	9
V	<p>Prospectives in Special and Inclusive Education</p> <p>5.1.Quality Issues in Special and Inclusive Education: Quality education leads to quality learning outcome vis-à-vis gross enrolment, teacher education vis-à-vis quality special and inclusive education, Various reports on status of education among students with disabilities</p> <p>5.2.Critical review on poor quality special and inclusive education: visible schools and nonvisible learning, Quality issues in open schooling</p> <p>5.3.Quality assurance in special and inclusive education: measures to prevent exclusion, assessing inclusion- inclusion index, assessing quality of inclusive practices</p> <p>5.4.Quality assessment of special school and home-based schooling, future of quality assurance in special and inclusive education: auditing and accreditation of special and inclusive institutions</p> <p>5.5.Currents Trends and Future Perspectives in Special and inclusive Education: Inclusive classrooms-collaboration of general and special education teachers, connecting early intervention and pre-school education with successful of inclusive and special schooling, integrating technology and acknowledging twice exceptional (2E) children</p>	9
	<p>Course work/Practical/Field Engagement</p> <p>• Assignment: Prepare and submit an assignment of 1000 words describing the</p>	

<p>status of special education/educating children with disabilities and diverse needs during Vedic, Medieval and Pre-independence Period</p> <ul style="list-style-type: none"> • Visit: Visit to a special school and an inclusive school of your locality. Gather data from both schools on enrolment, retention, accessibility, adaptations and accommodations of children with disabilities. Interpret the results and compare both schools. • Group Activity: Conduct a focus group discussion or a symposium on quality assessment for special and inclusive schools and prepare recommendations. Post the recommendations on social media or discussion forum. <p>Transaction Learners' engagement through interactive lectures, group discussion through case study and problem-based approaches as well as submission of assignments. The learning further needs to be strengthened through practicum activities, field engagement through visit. The assessment also needs to be in continuous basis.</p>		45	
Total Contact Hours			90
Suggested Evaluation Methods			
Internal Assessment: 25		End Term Examination: 50	
➤ Theory	25	➤ Theory:	50
•Class Participation:	5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	7		
•Mid-Term Exam:	13		
Part C-Learning Resources			
<p>Recommended Books/e-resources/LMS: Compendium of Schemes (2014). Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India.</p> <p>Dimitriadi, S. (2014). Diversity, special needs, and inclusion in early year education. SAGE India.</p> <p>Julka, A. (2014). Evaluation of the Implementation of the Scheme IEDSS in India. Department of Education of Groups with Special Needs. NCERT, New Delhi.</p> <p>Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M, Anupriya, C., & Salin, D. (2014). Including Children with Special Needs: Primary Stage. NCERT, New Delhi</p> <p>M.Ed.Spl.Ed - 2024-25 Rehabilitation Council of India 13</p> <p>Mishra, M., Pettala, R. (2023). Education of socio-economic disadvantaged groups: from marginalisation to inclusion. Routledge India</p> <p>National University of Educational Planning and Administration (2014). Education for All Towards Pangatungan, M. (2022). Special education book: a resource book for teachers and other professionals servicing students with disabilities. Palmetto Publishing.</p> <p>Tilak J.B.G (2018). Education and development in India: critical issues in public policy and development. Springer Singapore.</p> <p>UNESCO (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris</p>			

Session: 2024-25

Part A – Introduction

This course provides the learner gain foundational knowledge in Educational Psychology. This course provides students an opportunity to advance their knowledge and understanding human development from infancy through adulthood. Emphasis is given to physical, cognitive, social and emotional development across the lifespan as well as motivation and learning across contexts. Theories of Intelligence which comprised of many factors are explained in the course. In this course the learner will review the theoretical approach for personality. This course deals with the importance and contribution of educational psychology on the theory and practice of education

Name of Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	I		
Name of the Course	Psychology of Development and Learning		
Course Code	M24-SED-102		
Course Type	Core Course/ CC-2		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Describe multiple dimensions of learner's development and its implications on learning CLO 2: Reflect on the process of learning from the point of view of different theoretical perspectives CLO 3: Gain systematic knowledge about motivation and its influence on learning CLO 4: Conceptualize different theories of learning and creativity CLO 5: Recognize the concept of personality and methods of assessing personality CLO 6: Apply the knowledge and skills gained in this course to enhance the learning and development of persons with special needs		
Credits	Theory	Course work/ Practical/ Field Engagement	Total
	3	0	3
Teaching Hours per week	3	3	6

Internal Assessment Marks	25	0	25
End Term Exam Marks	50	0	50
Max. Marks	75	0	75
Examination Time	2:15 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 10 questions in all, asking two questions from each unit by taking course learning outcomes (CLOs) into consideration. The examinee will be required to attempt 5 questions, selecting one question from each unit. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Overview of Educational Psychology 1.1 Nature and scope of educational psychology 1.2 Principles of educational psychology 1.3 Methods of Educational Psychology : Observation, Experimental method, Correlational, Clinical and Case Study 1.4 Applications of educational psychology to persons with disabilities 1.5 Trends in Educational Psychology		9
II	Understanding the Development of the Learner 2.1 Development – Concept and dimensions of Development: Physical, Intellectual, Emotional, Social, Language and Moral dimensions 2.2 Theories of Development : Intellectual development – Bruner , Psycho social development- Erikson and Moral Development-Kohlberg 2.3 Methods of studying development: Longitudinal, Cross-sectional, Cohort sequence 2.4 Types of developmental delays : Cognitive skills, Social and emotional skills, Speech and language skills and Gross and Fine motor skills 2.5 Factors affecting Growth and Development		9
III	Learning and Motivation 3.1 Concept and nature of learning 3.2 Theories of Learning and their educational implications: Lewin’s field theory, Gagne’s theory of Learning and Donald Norman’s Information Processing theory 3.3 Transfer of Learning : Types and Theories- Theory of Identical Elements and Theory of Generalization – Educational implications of transfer learning 3.4 Motivation: Types of motivation: Intrinsic and Extrinsic - Factors facilitating motivation		9

	3.5 Theories of Motivation (Maslow, McClelland) and their educational implications	
IV	<p>Intelligence and Creativity</p> <p>4.1 Intelligence: Nature & meaning</p> <p>4.2 Theories of Intelligence : Two-factor Theory (Spearman), Multifactor Theory (Thurstone), Structure of Intellect (Guildford) and Multiple Intelligence Theory (Howard Gardner)</p> <p>4.3 Assessment of Intelligence: Verbal, Non –Verbal, Performance, Individual and Group</p> <p>4.4 Creativity - Concept, Characteristics, Steps of Creativity – Factors Influencing Creativity</p> <p>4.5 Theories of Creativity: Taylor’s Level of creativity and Arieti’s Theory - Measurement of Creativity</p>	9
V	<p>Personality & Group Dynamics</p> <p>5.1 Personality: Concept & Nature - Factors Influencing Personality</p> <p>5.2 Theories of Personality: Type Approach (Galen, Sheldon, Kretschmer, Jung), Trait Approach: (Allport, Cattell, Big Five Theory), Type-cum-Trait Approach (Eysenck), Psychoanalytical Approach (Sigmund Freud) and Humanistic Approach (Maslow, Carl Rogers)</p> <p>5.3 Measurement of Personality in Educational settings: Tools and Techniques</p> <p>5.4 Group Dynamics & Leadership - Group Dynamics Characteristics and Type of Groups - Educational Significance of Group Dynamics</p> <p>5.5 Qualities of Good Educational Leadership.</p>	9
	<p>Course work/Practical/Field Engagement</p> <p>1. Identify a child with developmental delay in early intervention programme. Prepare and implement programme that can help the child make progress. Submit the report of the intervention programme undertaken by the student learner.</p> <p>2. Choose an appropriate skill to teach a student with special need. While teaching the skill, observe if the child is physically and intellectually capable of learning the skill, how this learning motivate the child and how successful he/she in learning the skill. Make a report and submit</p> <p>3. Explore the differences between Intrinsic and Extrinsic motivation with the help of examples and discuss in the classroom</p> <p>4. Visit inclusive / special school and observe creative skills of children with special need and also plan programme to enhance the creative skills of two children with special needs</p> <p>5. 2. Administer and interpret individual test intelligence – one for child with non disabled and child with special needs</p> <p>6. Visit inclusive/ special school. Identify two children with special needs or identify two adult with special needs and assess their personality characteristics in the dimensions of: activitypassivity, enthusiastic- non enthusiastic, assertive-</p>	45

submissive, suspicious- trusting, depressive- non depressive, and emotional stability- emotional instability . Record the assessment report and submit			
Total Contact Hours			90
Suggested Evaluation Methods			
Internal Assessment: 25		End Term Examination: 50	
➤ Theory	25	➤ Theory:	50
•Class Participation:	5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	7		
•Mid-Term Exam:	13		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
<ol style="list-style-type: none"> 1. Aggarwal, J.C. (2009). Child Development and the Process of Learning, Shipra Publication, Delhi 2. Aggarwal, J. C. (2008). Essentials of Educational Psychology (2nd Edition) Vikas Publishing House Pvt, Ltd., New Delhi. 3. Anderman, E., & Corno, L. (Eds.). (2013). Handbook of Educational Psychology. London: Routledge. 4. Bernstein, D. (2018). Essentials of Psychology. Boston: Cengage Learning. 5. Bichard, M.H. (2000). Motivation and Emotion: An Interactive Process Model. In R.D. Ellis, N. Newton (Edn). The Caldron of Consciousness. Pp.161-178. J. Benjamins. 6. Bower, G.H. and Hilgard, E.R (1981). Theories of learning. Prentice Hall, Inc. Englewood Cliffs, New Jersey. 7. Chauhan, S.S. (2006). Advanced Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd. 8. Chauhan. S.S. (2007). Advanced Educational Psychology (7th Edition), Vikas Publishing House Pvt. Ltd. New Delhi. 9. Crow, L.D. & Crow, A. (2008). Human Development and Learning. New Delhi: Surjeet Publications. 10. Dandekar, W.N. & Sanyogtala. M. (2002). Psychological Foundations of Education (3rd Ed.). New Delhi: McMillan India Ltd. 11. Daniels, H. & Edwards, A. (2004). Psychology of Education. New York: Routledge. 12. Guilford, J.P. (1967). Nature of Human Intelligence, New York : McGraw Hill 13. Kincheloe, L. & Horn Jr, R. A. (2007). The Praeger Handbook of Education and Psychology. New Delhi: Atlantic Publishers & Distributors (p)Ltd. 14. Meltzer, L. (Ed.). (2018). Executive Function in Education: From Theory to Practice. Guilford Publications. 25. Sluckin, W. (2018). Early Learning in Man and Animal. London: Routledge. 16. Wixted, J. T. (2018). Stevens' Handbook of Experimental Psychology and Cognitive 			

Neuroscience, Developmental and Social Psychology (Vol. 4). New Jersey: John Wiley & Sons.

Web Links:

1. <https://www.simplypsychology.org/piaget.html>
2. https://en.wikipedia.org/wiki/Developmental_psychology
3. <http://ncse.ie/wp-content/uploads/2014/10/ChildrenWithSpecialEdNeeds1.pdf>
4. http://www.parentcenterhub.org/ld/14_05_13_web.pdf
5. http://www.indiana.edu/~educy520/sec5982/week_3/cohen88.pdf
6. https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0035_2017.pdf
7. http://www.ncert.nic.in/announcements/oth_announcements/pdf_files/NLEPT_Catalogue.pdf

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Part A – Introduction

This course provides the learner gain foundational knowledge in Educational Psychology. This course provides students an opportunity to advance their knowledge and understanding human development from infancy through adulthood. Emphasis is given to physical, cognitive, social and emotional development across the lifespan as well as motivation and learning across contexts. Theories of Intelligence which comprised of many factors are explained in the course. In this course the learner will review the theoretical approach for personality. This course deals with the importance and contribution of educational psychology on the theory and practice of education

Name of Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	I		
Name of the Course	Identification, Assessment and Needs of Persons with Visual Impairment		
Course Code	M24-SED-103		
Course Type	Specialization Course/ SC-I		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Trace the historical development of visual impairment and discuss the attitudinal change of society over time. CLO 2: Describe the causes and implications of different eye disorders. CLO 3: Critically examine the needs arising at different stages of persons with visual impairment. CLO 4: Develop skills to identify and assess children with blindness, low vision, and children with VIMD. CLO 5: Develop skills to plan and implement vision efficiency training for children with low vision.		
Credits	Theory	Course work/ Practical/ Field Engagement	Total
	3	0	3
Teaching Hours per week	3	3	6
Internal Assessment Marks	25	0	25

End Term Exam Marks	50	0	50
Max. Marks	75	0	75
Examination Time	2:15 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 10 questions in all, asking two questions from each unit by taking course learning outcomes (CLOs) into consideration. The examinee will be required to attempt 5 questions, selecting one question from each unit. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Evolving Concept and Definition of Visual Impairment 1.1 Paradigm shift from charity through medical and social to right-based approach; WHO-ICF Model 1.2 Critically understanding the process of seeing and its aspects 1.3 Definitions & Classification of Visual Impairment: WHO, RPwD Act 201 1.4 Psychosocial implications of low vision & blindness; Attitudinal and behavioral change of the society towards persons with visual impairment 1.5 Factors affecting changing societal attitude and policy perspectives with reference to persons with visual impairment: Self-help movements, Service delivery organizations, Judiciary and quasi-judicial bodies, UN Bodies, and media		9
II	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, retinitis pigmentosa, Retinopathy of prematurity, optic atrophy, aniridia, macular degeneration, and albinism 2.4 Muscular and related disorders: nystagmus, strabismus, amblyopia 2.5 Vitamin A deficiency, cataract, glaucoma, corneal ulcer, trachoma, and colour Blindness		9
III	Identification and Assessment Procedures of Children with Blindness and Low Vision 3.1 Screening and Identification of children with blindness and low vision at school 3.2 Methods and tools for clinical assessment of children with visual impairment 3.3 Methods and tools for psychological assessment of children with visual impairment 3.4 Functional Vision Assessment: Needs and Strategies 3.5 Concept and methods of visual efficiency training		9

IV	Identification and Assessment Procedures of Children with Visual Impairment Having Additional Disabilities 4.1 Concept of Children with Visual Impairment Having Additional Disabilities 4.2 Role of a Multidisciplinary team of professionals in assessment 4.3 Functional methods and tools: 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 Visual Impairment Having Additional Disabilities	9
V	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	9
	Course Work/ Practical/ Field Engagement (Any Three) <ul style="list-style-type: none"> • Prepare a questionnaire to identify the approach followed by an inclusive school towards the education of children with disabilities • Visit an eye hospital/primary health centre/ compository rehabilitation camp and observe persons with different eye disorders and write a report • Prepare and administer a teacher made tool for functional assessment of vision and visual 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 and submit a report • Critically analyse any psychological test you have studied for its applicability and identify items to be adapted for the persons with visual impairment in Indian context 	45
Total Contact Hours		90
Suggested Evaluation Methods		
Internal Assessment: 25		End Term Examination: 50
➤ Theory	25	➤ Theory:
•Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	7	

•Mid-Term Exam:	13	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<ul style="list-style-type: none"> • Aitken, S., Buultjens, M., Clark, C., Eyre, J.T. (2000), Teaching Children who are Deaf blind. David Fulton Publisher: London, • 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 step guide 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 & Functional Perspective. AFB Press, New York. • 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. • Hyvarinen, L., & Jacob, N. (2011). What and how does this child see: assessment of visual functioning for development and learning. Vistest Ltd. Finland. • Kundu, C.L. (2000). Status of Disability in India. Rehabilitation Council of India, New Delhi. • 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 Low Vision. Coimbatore: International Human Resource Development Centre for the Disabled. • Mukhopadhyay, M., Jangira, N.K., Mani M.N.G., & RoyChoudary, M. (1988). Source Book For Training Teachers Of Visually Impaired. NCERT. New Delhi. • National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind, NIVH Dehradun. • NIEPVD (2023). Screening Checklist for Vision Difficulties in Students. National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun • NIEPVD (2016). Visual Disability: A Resource Book for Teachers, National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun • NIEPVD (2016). Visual Disability: A Resource Book for Teachers, Vol.2, National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun • Punani, B., & Rawal, N. (1993). Handbook: Visual Impairment. Ashish Publishing House, New Delhi. • Reynolds, C.R. , & Janzen, E.F. (Ed.)(2007). Encyclopedia of Special Education. Vol. I A-D, John Wiley, Canada. • Sacks. S. Z., & Silberman, R.K. (2005). Educating Students who have Visual Impairments with other Disabilities, Paul H Brookes, Maryland. • Salvia, J., Ysselduke, J.E., & Bolt, S. (2007), Assessment in Special & Inclusive Education. Houghton Mifflin: USA. • Scheiman, M., Scheiman, M., & Whittaker, S.G. (2007). Low Vision Rehabilitation, SLACK Incorporated: USA. • Scholl, G. T. (Ed.) (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press. New York. 		

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Part A – Introduction

The development of specialized curriculum and teaching strategies for children with visual impairments is not merely an educational adaptation but a profound commitment to inclusivity and equitable learning opportunities. Visual impairment poses unique challenges to a child's educational journey, requiring thoughtful and tailored approaches to ensure access, engagement, and optimal learning outcomes. Crafting a curriculum that caters to the specific needs of these students involves more than adapting existing materials; it necessitates a comprehensive understanding of diverse learning styles, alternative modes of communication, and the integration of assistive technologies.

Name of Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	I		
Name of the Course	Curriculum and Teaching Strategies for Persons with Visual Impairment		
Course Code	M24-SED-104		
Course Type	Specialization Course/ SC-2		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Appreciate the importance of various basics to curriculum areas and skills CLO 2: Acquire knowledge on expanded core curriculum for children with visual impairment on the basis of situational analysis. CLO 3: Understand the steps in Expanded Core Curriculum Development and skill in implementation of the curriculum and its evaluation. CLO 4: Demonstrate skill in using the Strategies for Teaching and Critically examine approaches to curriculum development for VIAD CLO 5: Develop a curriculum that is accessible to students with visual impairments and using ICT and assistive technology to promoting inclusivity in the learning environment.		
Credits	Theory	Course work/ Practical/ Field Engagement	Total
	3	0	3

Teaching Hours per week	3	3	6
Internal Assessment Marks	25	0	25
End Term Exam Marks	50	0	50
Max. Marks	75	0	75
Examination Time	2:15 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 10 questions in all, asking two questions from each unit by taking course learning outcomes (CLOs) into consideration. The examinee will be required to attempt 5 questions, selecting one question from each unit. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Basic Curriculum Areas and Skills: 1.1 Curricular skills related to cognitive domain, psychomotor domain, and affective domain 1.2 Core curriculum, collateral curriculum, and support curriculum – Concept and meaning 1.3 Approaches to Curriculum- Child Centered, Activity Centered and Holistic 1.4 Curricular Areas as per National Curriculum Framework 1.5 Curriculum adaptation: Need and principles.		9
II	Introduction to Expanded Core Curriculum: 2.1 Philosophical basis, Psychological basis of Curriculum 2.2 From plus curriculum to expanded core curriculum 2.3 Introduction and Orientation to Unified English Braille, Mathematical & Scientific Notations 2.4 Orientation and Mobility Teaching Approaches 2.5 Ethical considerations in curriculum Adaptations		9
III	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 and method of teaching 3.3 Developing a collaborative curriculum planning 3.4 Implementation of the curriculum – Challenges and Strategies 3.5 Curriculum Evaluation – Formative and Summative Evaluation, Recent trends in Curriculum Evaluation – Grades, Norms, CCE, Teacher Made Test, and Differentiated Evaluation for PwD in Inclusive Set up		9
IV	Strategies for Teaching and Approaches to Curriculum Development 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 and writing Skills to students with visual impairment –		

	(Reading aloud, peer reading, organic reading, and whole language approach) - Strategies for writing skills – guided and independent writing 4.3 Strategies for teaching math – (concrete, experiential, role play, and origami) 4.4 Strategies for teaching Science – (Tactile Diagrams, Adapted Science Laboratory and Technological inclusion) 4.5 Strategies for teaching Social Science – (Tactile Maps, Tactile Compass and Adapted Teaching Learning Materials)	9
V	Curriculum Adaptations for VIAD 5.1 VIAD- Curriculum adaptations as per needs of VIAD 5.2 Approaches to Curriculum Development for VIAD: Ecological – Multisensory Thematic – Functional - Experiential 5.3 Curriculum adaptations and accomodations in teaching and learning process of VIAD 5.4Strategies for teaching use of ICT (demonstration, verbal instruction, and peer tutoring). 5.5 Adaptive and Assistive devices for VIAD	9
	Practicum/Hands on Training <ul style="list-style-type: none"> • Design practical activities that engage multiple senses, allowing students to explore and understand concepts through touch, sound, and smell. • Building and organizing an accessory for enhancing sensory efficiency • Create materials for preschoolers with visual impairments to help them prepare themselves for reading. • Collaborate with special education professionals to create ILPs that outline specific adaptations, accommodations, and goals for each student. • Create lesson plans for children with visual impairments to learn ECC. • Ensure changes to a chapter in a secondary level textbook of your choice to make it accessible to students with visual impairments. Transform one map and one diagram from the secondary classes into an audiovisual format. • Provide training on the use of assistive technologies such as screen readers, magnifiers, and braille displays. • View the updated athletic regulations and guidelines created by several organisations (such as the World Blind Cricket Association, Indian Blind Sports Association, Indian Blind Sports Committee, Indian Chess Federation, and others) for individuals with vision impairments. • Utilize technology such as screen readers and audio descriptions to enhance content accessibility. • Collaborate with local institutions, businesses, and community organizations to organize field trips that are accessible and meaningful for children with visual impairment. 	45
Total Contact Hours		90

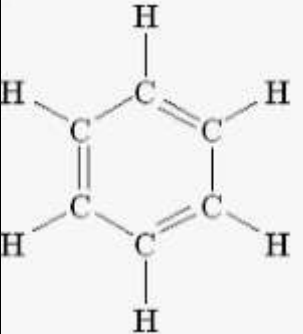
Suggested Evaluation Methods			
Internal Assessment: 25		End Term Examination: 50	
➤ Theory	25	➤ Theory:	50
•Class Participation:	5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	7		
•Mid-Term Exam:	13		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
<ul style="list-style-type: none"> • Aggarwal, J.C. (2005). Curriculum development 2005. Shipra Pub. Delhi. • Bhandari, R., & Narayan J. (2009). Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deaf-blindness. Voice and vision: India. • Bishop, V. E. (2004). Teaching Visually Impaired Children: Virginia E. Bishop; with a Foreword by Natalie C. Barraga; Drawings by Charles Denzler and Virginia Bishop; Computer Graphics and Charts by Liz Broussard. Charles C Thomas Publisher. • Biwas, P.C. (2004). Education of children with Visual Impairment: in inclusive education. Abhijeet Publication, Delhi. • Chiu, Y. T., & Wild, T. (2023). Incorporating the expanded core curriculum into science. British Journal of Visual Impairment, 41(1), 162-168. • Cox, P. R., & Dykes, M. K. (2001). Effective classroom adaptations for students with visual impairments. <i>Teaching Exceptional Children</i>, 33(6), 68-74. • French, S., & Swain, J. (1997). From a different view point: the lives and experiences of 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 and motor impairment. Cambridge Uni. Press, New York. • Iqbal, K., & Ashraf, S. (2023). Perspective chapter: the barriers in inclusive set-up for students with visual impairment at higher education level-Pakistan scenario. In Higher Education- Reflections From the Field. IntechOpen. • Jahanzaib, M., Fatima, G., & e Nayab, D. (2021). Review of Single National Curriculum with Perspective of the Education of Children with Visual Impairment at Primary Level in Punjab Pakistan. <i>Journal of Business and Social Review in Emerging Economies</i>, 7(3), 547-550. • Jain, P. (2006). Curriculum & teaching. Kanishka Publication, New Delhi. • Joyce, B., Weil, M., & Calhoun, E. (2009). Model of teaching. PHI learning Pvt. New Delhi. • Koehler, K. E., & Wild, T. A. (2019). Students with visual impairments' access and participation in the science curriculum: Views of teachers of students with visual impairments. <i>Journal of Science Education for Students with Disabilities</i>, 22(1), 8. • Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York. • Mangal. S.K. (2007). Educating exceptional children-an introduction to special education. PHI Learning Pvt. New Delhi. • Montenegro-Rueda, M., Fernández-Batanero, J. M., & Fernández-Cerero, J. (2023). Impact of ICT on 			

- university students with visual impairment. *British Journal of Special Education*, 50(1), 28-48.
- NIEPVD (2022). *Expanded Core Curriculum (in Hindi)*. National Institute of Empowerment of Persons with Visual Disability (Divyangjan), Dehradun
 - Ravenscroft, J. (Ed.). (2019). *The Routledge handbook of visual impairment*. Routledge.
 - Salisbury, R. (Ed.). (2007). *Teaching pupils with visual impairment: A guide to making the school curriculum accessible*. Routledge.
 - Salisbury, R. (Ed.). (2007). *Teaching pupils with visual impairment: A guide to making the school curriculum accessible*. Routledge.
 - 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., & Victoria, G. (2009). *Education of visually impaired children with additional disabilities*. Kanishka Publication, New Delhi.

Web link

- <https://www.trinity.edu/directory/departments-offices/collaborative>
- <https://www.pathstoliteracy.org/>
- <https://www.coursera.org/learn/teach-children-with-visual-impairment>
- <https://www.afb.org/>
- <https://nfb.org/>
- <https://www.perkins.org/>
- <https://www.nfb.org/programs-services/education>
- <https://www.tsbvi.edu/>
- <https://www.pathstoliteracy.org/>

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Part A – Introduction			
Name of the Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	I		
Name of the Course	Practical Related to Visual Impairment		
Course Code	M24-SED-105		
Course Type	Practical I/ PC-1		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: prepare Braille materials in various subjects for school students CLO 2: explain Unified English Braille (UEB) literary code CLO 3: use advance Braille mathematics and science code CLO 4: assess Sighted Guide Techniques, Cane Techniques, Search Techniques, Eating Technique Using Clock-wise direction and O& M skill of low vision person CLO 5: teach all the above skills to any visually impaired person		
Credits	Theory	Practical	Total
	0	8	8
Teaching Hours per week	8	8	16
Internal Assessment Marks	0	60	60
End Term Exam Marks	0	140	140
Max. Marks	0	200	200
Examination Time	0	-	
Part B- Contents of the Course			
Practicals			Contact Hours
I	Brief description: This practicum will cover use of Braille for Literary, Math and Science subjects: (1) Preparation of Braille materials: <ul style="list-style-type: none"> • Two English lesson at High school level using Grade2 Braille • Two Math lesson at Grade IX using Nemeth Code • Two lessons using Scientific Notation <ol style="list-style-type: none"> a. Chemical Names(e.g 2,2-Dimethylpropane, CUO, HCl) b. Chemical Formulae (e.g O H Fe Cl Uub c. Electronic Configuration (e.g Na (2.8.1), Mg [Ne]352 d. Chemical Equations & Set out Formulae (e.g BaSo4) e. Structure Formulae (e.g H3 C - CH3) f. Structure Containing Rings- e.g 		60+60

	 <p>Only examples are given. Student teacher should learn all notations used in Grade IX Book.</p> <p>Learning of Unified English Braille (UEB) literary code and use of advance Braille mathematics and science code</p>	
II	<ul style="list-style-type: none"> • Assess Sighted Guide Techniques • Assess Cane Techniques • Assess Search Techniques • Assess Eating Technique Using Clock-wise direction • Assess O& M skill of low vision person <p>Intervention: by teaching all the above skills to one/two visually impaired person</p> <ul style="list-style-type: none"> • Record the assessment procedure and intervention strategies 	60+60
Total Contact Hours		240
Suggested Evaluation Methods		
Internal Assessment: 60		End Term Examination: 140
➤ Practicum	60	➤ Practicum 140
• Class Participation:	10	Lab record, Viva-Voce, write-up and execution of the practical
• Seminar/Demonstration/Viva-voce/Lab records etc.:	20	
• Mid-Term Exam:	30	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		

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Part A – Introduction

Research methodology and statistics are indispensable components of academic learning that empower students with the essential tools to navigate the complexities of the modern academic and professional landscape. Research methodology serves as the guiding framework for the systematic exploration of knowledge, offering students a structured approach to investigating questions, testing hypotheses, and contributing to the ever-expanding body of information within their chosen fields. It equips them with the skills needed to design robust studies, select appropriate data collection methods, and employ rigorous analytical techniques.

Name of Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	II		
Name of the Course	Research Methodology and Statistics		
Course Code	M24-SED-201		
Course Type	Core Course/ CC -3		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1: Describe the concept, meaning and methods of research in education and special education.</p> <p>CLO 2: Develop an understanding of the research process and acquire competencies for conducting a research.</p> <p>CLO 3: Apply suitable measures for data organization and analysis.</p> <p>CLO 4: Able to interpret the results and present research report</p> <p>CLO 5: Should be aware of the writing process for the paper of research and how it was published in a reputable publication</p>		
Credits	Theory	Course work/ Practical/ Field Engagement	Total
	3	0	3
Teaching Hours per week	3	3	6
Internal Assessment Marks	25	0	25

End Term Exam Marks	50	0	50
Max. Marks	75	0	75
Examination Time	2:15 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 10 questions in all, asking two questions from each unit by taking course learning outcomes (CLOs) into consideration. The examinee will be required to attempt 5 questions, selecting one question from each unit. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Introduction to Research 1.1 Research: Concept, Meaning, and importance of research 1.2 Need for Research in Education and Special Education 1.3 Methods of Research Descriptive/Analytical, Applied/Fundamental, Quantitative/Qualitative, Conceptual/Empirical, Historical, Longitudinal, Cross-sectional, Ethnographic and clinical studies 1.4 Research Design – Concept, meaning and Types – Features of good research design 1.5 Research Proposal Writing		9
II	Process of Research 2.1 Identification and formulation of Research Problem, Literature Review, Research Gap Analysis, Formulation of hypothesis, data collection, data analysis and reporting 2.2 Hypothesis – Concept, Meaning, Definition, Types 2.3 Sample and Sampling Techniques, Sampling Frame, Sample Error 2.4 Variables – Concept, meaning, types of variables; Threats in Research 2.5 Process of Tool Construction - Item selection, establishing norms, try out, pilot study, item analysis; Standardization of Tool – Establishing Reliability & Validity		9
III	Data Analysis 3.1 Data – Types of data: Primary and Secondary data, Data Collection: Methods and Organization of data: Array, Frequency, Grouped distribution 3.2 Data Analysis – Meaning, Importance and Types – Scales of Measurement - Normal distribution Curve, Standardization of data - Standard Score - Z Score 3.3 Parametric and Non Parametric tests – Concept and meaning 3.4 Process and Applications of Quantitative Research Methods and Analysis – Descriptive Statistics: Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation, 3.5 Process and Applications of Qualitative Research Methods and Analysis –		9

	Grounded Theory, Ethnography and Case Study, Narrative/ Discourse and Visual Methodologies, Mixed method, Themes, Coding and Presentation		
IV	Inferential Statistics 4.1 Inferential Statistics – Student t-test, ANOVA, ANCOVA 4.2 Standard error of Mean, Confidence level, degree of freedom, one tail, two tail test - Type I and Type II Errors 4.3 Correlation: Product Moment, Biserial-r, point – biserial, Phi-Coefficient, Regression Analysis 4.4 Statistical Software Packages, SPSS, Jamovi, Amos etc., 4.5 Graphical representation of data – Bar Diagram, Pie Chart, Scatter diagram, line Diagram, Doughnut, Bubble, Radar	9	
V	Research Reporting & Publication Ethics 5.1 Research Reporting – Types - Steps in report writing – Precautions and Importance - Chapterization, Writing, Bibliography Format 5.2 Evaluating and Reviewing research reports and papers 5.3 Research Funding Agencies 5.4 Article Publication: Layout of a Research Paper - Journals in Education and Special Education – h-index, i10 index - SCI & SSCI indexed Journals 5.5 Ethical issues in Research and Research Publications– Ethical issues related to publishing: Plagiarism and self plagiarism.	9	
	Transaction Lectures, Hands on exercises, Demonstrations, Reading and reflecting, Course work/Practical/Field Engagement <ul style="list-style-type: none"> • Field Visits to Research Institutions • Workshops and Training Sessions • Project(s) (Group/Small Group/Individual) • Field Trips and Site Visits • Analyze a set of data using computer application • Assignment(s) (Group/Small Group/Individual) 	45	
Total Contact Hours		90	
Suggested Evaluation Methods			
Internal Assessment: 25		End Term Examination: 50	
➤ Theory	25	➤ Theory:	50
•Class Participation:	5	Written Examination	

• Seminar/presentation/assignment/quiz/class test etc.:	7	
•Mid-Term Exam:	13	

Part C-Learning Resources

Recommended Books/e-resources/LMS:

- Basic Research and Statistics Book Material, Dr. B.R.Ambedkar Open University, Hyderabad, 2020
 - Berg & Lune (2011), Qualitative Research Methods for the Social Sciences, Pearson Publication, Boston.
 - Bernard Ostle (2012), Statistics in Research: Basic Concepts and Techniques for Research Workers, Literary Licensing, LLC
 - Best, J. W., & Kahn, J. V. (1996). Research in Education Prentice-Hall of India, New Delhi.
 - Bogdan & Biklen (2007), Qualitative research for education: An introduction to the methods (5thed). Pearson, Boston.
 - C. R. Kothari (2004), Research Methodology Methods & Techniques, New Age International (P) Limited, Publishers, New Delhi
 - Chaitanya Kumar (2021), Basic Research Methods and Statistics for Social Sciences Kindle Edition, Insha Publications
 - Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.
 - Dooley, D. (1997). Social Research Methods. Prentice-Hall of India, New Delhi.
 - Duncan Cramer (1996), Basic Statistics for Social Research: Step-by-Step Calculations & Computer Techniques Using Minitab
 - 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.
 - Jitendra Kumar et. al.(2022), Basic Research Methodology and Statistics, Thakur Publication Private Limited
 - Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.
 - Lipsey (1990), Design Sensitivity: Statistical Power for Experimental Research, Sage Publications, Newbury Park, CA.
 - Nancy et. al. (1999) Basic Research Methods and Statistics : An Integrated Approach: An integrated approach, S.Chand (G/L) & Company Ltd Publishers
 - P.K. Mohanty & S.K. Patel (2019), Basic Statistics 2nd Edition, Scientific Publishers
 - Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananthapuram.
 - Robert et. al. (2012) Basic Statistics for Social Research: 38 (Research Methods for the Social Sciences), Jossey-Bass Publication
 - Singh (2004) , Tests Measurement and Research Methods in Behavioural Science, Tata Mc Graw-Hill Publishing, New Delhi.
 - Vimal Agarwal (2022), Basic Research Methodology And Statistics, SBPD Publications
 - Y.K. Singh (2006), Fundamental of Research Methodology and Statistics, New Age International (P) Limited, Publishers, New Delhi
- <https://ori.hhs.gov/module-3-elements-research>
- <https://www.iedunote.com/researchprocess#:~:text=The%20research%20process%20aims%20to,findings%20in%20a%20research%20report.>

- <https://southcampus.uok.edu.in/Files/Link/DownloadLink/RM%20U1%20P1.pdf>
- <https://statisticsbyjim.com/basics/descriptive-inferential-statistics/>
- <https://makemeanalyst.com/basic-statistics-for-data-analysis/>
- <https://www.scribbr.com/methodology/research-ethics/>

Session: 2024-25

Part A – Introduction

Changes in society constantly demand new knowledge and skills and require the continuous development of our educational system. This course will provide the learner the foundational know-how and theoretical underpinning of curriculum development from design and implementation to evaluation. Furthermore, 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. The course also takes the learners one step ahead by building an understanding of the contemporary evaluation practices as well as programme evaluation.

Name of Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	II		
Name of the Course	Curriculum Development & Educational Evaluation		
Course Code	M24-SED-202		
Course Type	Core Course/ CC-4		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Analyse various foundations, theories, approaches, and models of curriculum development CLO 2: Demonstrate the use of different approaches and models to evaluate a curriculum CLO 3: Explain the key concepts in evaluation and describe the developments in evaluation CLO 4: Describe the scope of evaluation in education CLO 5: Describe the use of evaluation as an effective tool in teaching-learning process CLO 6: Describe the ways and means of evaluation of programmes		
Credits	Theory	Course work/ Practical/ Field Engagement	Total
	3	0	3
Teaching Hours per week	3	3	6

Internal Assessment Marks	25	0	25
End Term Exam Marks	50	0	50
Max. Marks	75	0	75
Examination Time	2:15 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 10 questions in all, asking two questions from each unit by taking course learning outcomes (CLOs) into consideration. The examinee will be required to attempt 5 questions, selecting one question from each unit. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Curriculum Development and Curriculum Design 1.1 History, process, and principles of curriculum development 1.2 Types of curriculum design: Subject centered, Learner centered, Integrated, Core 1.3 Foundations of curriculum development: Philosophical, Psychological, Sociological, Political & Economic 1.4 Theories of Curriculum development: Structure oriented, Value-oriented, Content oriented & Process-oriented 1.5 Scientific and non-scientific perspectives, approaches, and models of curriculum Development		9
II	Curriculum Evaluation 2.1 Importance and Need of curriculum evaluation 2.2 Agencies and Processes of curriculum evaluation 2.3 Approaches to curriculum evaluation: Scientific and humanistic, Intrinsic and pay-off, Formative and summative 2.4 Models of curriculum evaluation 2.5 Stakeholders in curriculum evaluation		9
III	Foundations of Educational Evaluation 3.1 Meaning of educational measurement, educational evaluation, and their relationship 3.2 Evolution of the functions of educational evaluation: Measurement, transparency, accountability, learning & decision making 3.3 Scope of educational evaluation: problem solving, accountability, knowledge construction, capacity building, organizational learning & advocacy and communication 3.4 Principles of educational evaluation		9

	3.5 Types of educational evaluation: Process, outcomes & Holistic	
IV	<p>Concepts and Processes Educational Evaluation</p> <p>4.1 Evaluation of learning, for learning and as learning- Contexts, need and nature</p> <p>4.2 Types of evaluation: Knowledge based, performance based, alternative and authentic</p> <p>and Tools of evaluation: Role play, concept maps, interviews, writing samples, projects, exhibitions, reflective journals, rubrics, rating scales</p> <p>4.3 Equity & fairness in evaluation including adaptations and accommodations</p> <p>4.4 Mastery Level Learning</p> <p>4.5 Report writing: Format, content and mechanics</p>	9
V	<p>Programme Evaluation & Review</p> <p>5.1 Concept, need, goals and tools</p> <p>5.2 Evaluation of instructional programmes</p> <p>5.3 Techniques of programme evaluation</p> <p>5.4 Reliability, validity, and sensitivity in programme evaluation</p> <p>5.5 Reviewing outcomes</p>	9
	<p>Transaction</p> <p>Group discussion, lecture-cum-discussion, panel discussion, school visits and teaching observations, individual assignment of lesson planning based on learning needs in the classroom. Workshops on developing tools for content and programme evaluation</p> <p>Course Work/ Practical/ Field Engagement</p> <ul style="list-style-type: none"> • Write a 2000 word essay describing the curriculum in action in an inclusive school • Interview various stakeholders of a curriculum to understand their perspectives about the various elements of a curriculum • Design rubrics for evaluating student learning in for any two areas of learning/ subjects • Observe and prepare a report on evaluation practices at any two levels in (i) a Mainstream and (ii) a Special school. Critically analyze the evaluation practices. • Attend a programme and submit an evaluative report on the same 	45
Total Contact Hours		90
Suggested Evaluation Methods		
Internal Assessment: 25		End Term Examination: 50
➤ Theory	25	➤ Theory:
		50
•Class Participation:	5	Written Examination

• Seminar/presentation/assignment/quiz/class test etc.:	7	
•Mid-Term Exam:	13	

Part C-Learning Resources

Recommended Books/e-resources/LMS:

- Aggarwal, D. (2007).Curriculum development: Concept, Methods and Techniques. Book Enclave, New Delhi.
- Audrey Nicholls, A., Nicholls, S. Howard · (2018) .Developing a Curriculum: A Practical Guide. Taylor & Francis.
- Brady, L. & Kennedy, K. (2013). Curriculum Construction. Pearson Higher Education AU
- CIET(2006). The process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English, CIET, NCERT, New Delhi.
- Daniels, H., & Porter, J. (2011). Educational theories, Cultures and learning: A critical perspective. Routledge, London.
- Endeley, Margaret N.& Zama, Martha M.A. (2021). Perspectives in Curriculum Studies. Spears Book.
- Jacobs, H. H. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12 (Professional Development). Association for Supervision & Curriculum Development, Alexandria.
- Karami, H. (2018). Fairness Issues in Educational Assessment. Taylor & Francis.
- Moss. A. (2019). Curriculum Development in Elementary Education. EDTECH.
- Ornstein, A. C., Pojak, E. F., & Ornstein, S. B. (2006). Contemporary issues in curriculum. Allyn & Bacon, Boston.
- Scott, D. (2025). New Perspectives on Curriculum, Learning and Assessment. Springer International Publishing
- Stufflebeam, D.L. & Kellaghan, T. (Eds). (2012). International Handbook of Educational Evaluation. Springer Netherlands.
- Swarupa Rani, J. (2004). Educational Measurement and Evaluation. Discovery Publishing House
- Talla, M. (2012). Curriculum Development: Perspectives, Principles and Issues. Pearson Education India.
- V. Ravi. (2025). Curriculum Development. Lulu.com
- Waugh, C. K. & Gronlund, N.E. (2013). Assessment of Student Achievement. Pearson.
- Westbrook, J., Durrani, N., Brown, R., Orr D., Pryor J, Boddy, J., & Salvi, F. (2013). Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries. Final Report. Education Rigorous Literature Review. Department for International Development.
- Wiggins, G., & Mc Tighe, J. (2005). Understanding by Design. Association for Supervision and Curriculum Development, Alexandria.
- Wiles, J. (2009). Leading Curriculum Development. Corwin Press, New Jersey.
- Wiles, J. W., & Bondi, J. C. (2010). Curriculum Development: A Guide to Practice. Prentice Hall, New Jersey.

Web Resources

- <https://oer.pressbooks.pub/curriculumessentials/chapter/chapter-factors-that-influencecurriculum-and-curriculum-evaluation/>
- https://www.sagepub.com/sites/default/files/upm-binaries/44333_12.pdf
- <https://discover.hubpages.com/education/Curriculum-Evaluation>
- <https://www.sciencedirect.com/topics/social-sciences/curriculum-evaluation>
- <https://oer.pressbooks.pub/curriculumessentials/chapter/curriculum-design-development-andmodels-planning-for-student-learning-there-is-always-a-need-for-newly-formulatedcurriculum->

models-that-address-contemporary-circumstancean/#:~:
text=Curriculum%20design%20refers%20to%20the,Curriculum%20models%20guide%
20these%20processes.
https://www.researchgate.net/publication/325088451_Curriculum_Design_and_Development
https://portal.ct.gov/-/media/SDE/Health-Education/curguide_generic.pdf

Session: 2024-25**Part A – Introduction**

This course will prepare learners to develop insights into models, evolution, current issues and strategies for developing equitable and inclusive learning environments. This course will promote collaborative skills in the learners in order to address special learning needs in the classroom.

Name of Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	II		
Name of the Course	Equitable and Inclusive Education		
Course Code	M24-SED-203		
Course Type	Core Course/ CC-5		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1: Explain the philosophical, sociological and humanistic perspectives of equitable and inclusive education.</p> <p>CLO 2: Develop skills to explore and analyze the existing barriers faced by the learners in the schools so as to resolve with best possible solutions in facilitating accessibility</p> <p>CLO 3: Plan out change in school eco-system and school culture to adopt attitudes of valuing individuals, fostering a climate of equity and mutual respect, and requisite practices to implement inclusive education.</p>		
Credits	Theory	Course work/ Practical/ Field Engagement	Total
	3	0	3
Teaching Hours per week	3	3	6
Internal Assessment Marks	25	0	25
End Term Exam Marks	50	0	50
Max. Marks	75	0	75
Examination Time	2:15 hours		

Part B- Contents of the Course

Instructions for Paper- Setter: The examiner will set 10 questions in all, asking two questions from each unit by taking course learning outcomes (CLOs) into consideration. The examinee will be required to attempt 5 questions, selecting one question from each unit. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	<p>Perspectives of Equitable and Inclusive Education</p> <p>1.1 Historical perspective of Equitable and Inclusive education globally and in India</p> <p>1.2 Approaches to disability and service delivery models</p> <p>1.3 Principles of equity and inclusive education</p> <p>1.4 Key debates in special and inclusive education</p> <p>1.5 Research evidence on efficacy and best practices associated with inclusive education</p>	9
II	<p>Covenants and Policies and Guidelines Promoting Inclusive Education- A Critique</p> <p>2.1 Tracing voices for the support of inclusive practices in education from international declarations and conventions: (Universal Declaration of Human Rights,1948; World Declaration for Education for All,1990; Incheon Declaration, 2025-SDG-4; UNCRPD 2006</p> <p>2.2 Conceptualizing and designing roadmaps for inclusion through international frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)</p> <p>2.3 Legislation and policies that supports inclusive education: (a) Policies such as NPE1986, NPE, 2020, National Curricular Framework for Foundational Stage (2022), National Curricular Framework for School Education (2023), National Policy for Persons with Disabilities (2006, and upcoming revision); (b) National acts such as RTE 2009 and its amendment, The RPwD Act 2016.</p> <p>2.4 Contemporary national frameworks: Samagra Shiksha- An Integrated Scheme for School Education and Framework for Implementation, 2022; National Guidelines and Implementation Framework on Equitable and Inclusive Education (2023)</p> <p>2.5 Guidelines on developing conducive and safe learning environment- Accessible Code for Educational Institutions (2022), Guidelines for the Development of e-Content for Children with Disabilities (2021); and Guidelines on School Safety and Security (2021)</p>	9
III	<p>Building Inclusive Schools</p> <p>3.1 Identifying barriers to Inclusion- Attitudinal, Systemic and Structural</p> <p>3.2 Ensuring Physical, Academic and Social Access</p> <p>3.3 Emerging roles of teachers- facilitator, leadership, reflective teacher, counselor, agent of change.</p> <p>3.4 Assistive Technology</p>	9

	3.5 Whole School Development and collaborations	
IV	<p>Adaptation and Accommodation for Including Diverse Learning Needs</p> <p>4.1 Reasonable accommodation: concept and implications</p> <p>4.2 Adaptations and accommodations for children with sensory impairments</p> <p>4.3 Adaptations and accommodations for children with neuro-developmental disabilities</p> <p>4.4 Adaptations and accommodations for children with intellectual and developmental disabilities</p> <p>4.5 Adaptations and accommodations for children with chronic health impairments and children with multiple disabilities</p>	9
V	<p>Inclusive Learning and Teaching Practices</p> <p>5.1 Diverse learners and their learning styles and basic considerations for learning and teaching in inclusive classrooms</p> <p>5.3 Differentiated instruction (DI): concept and strategies for classroom teaching</p> <p>5.4 Universal Design of Learning (UDL): concept and strategies for classroom teaching</p> <p>5.5 Planning and implementing lessons in inclusive classroom</p> <p>5.5. Planning and implementing assessment, evaluation and examinations in inclusive Classroom</p>	9
	<p>Transaction</p> <p>Interactive course with discussion as well as field work to get first-hand experience in implementing different aspects of pedagogies in inclusive classrooms and understanding the eco-system of inclusive schools.</p> <p>Course Work/ Practical/ Field Engagement</p> <ul style="list-style-type: none"> • Develop a reflective paper on international and national perspective of Equitable and Inclusive Education. • Review of research in any one area in inclusive education and highlight its implications for the practitioner • Explore the challenges in implementations of the recommendations of different national guidelines and suggest strategies to implement them effectively. • Develop a lesson based on principles of Universal Design for a class of your choice. • Implement the lesson plan above in a regular school using one of the models of collaborative teaching. Write your reflections in a journal. 	45
Total Contact Hours		90

Suggested Evaluation Methods			
Internal Assessment: 25		End Term Examination: 50	
➤ Theory	25	➤ Theory:	50
•Class Participation:	5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	7		
•Mid-Term Exam:	13		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
<ul style="list-style-type: none"> • CBSE (2022). Accessible Code for Educational Institutions, Central Board of Secondary Education, Ministry of Education, New Delhi. • Convention on the Rights of the Child Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989 entry into force 2 September 1990, in accordance with article 49, https://www.ohchr.org/sites/default/files/Documents/ProfessionalInterest/crc.pdf • DoEPwD (2016). The Rights of Persons with Disabilities Act, Ministry of Social Justice and Empowerment, Govt. of India, New Delhi. https://www.iitg.ac.in/eo/sites/default/files/RPwDAct2016.pdf • DoSEL (2020). National Education Policy-2020, Department of School Education and Literacy, Ministry of Human Resource Development (now Ministry of Education), New Delhi. • DoSEL (2021). Guidelines for the Development of e-Content for Children with Disabilities, Department of School Education and Literacy, Ministry of Education, New Delhi. • DoSEL (2021). Guidelines on School Safety and Security, Department of School Education and Literacy, Ministry of Education, New Delhi. • DoSEL (2021). Guidelines on School Safety and Security. Department of School Education and Literacy, Ministry of Education, New Delhi. • DoSEL (2022). National Curriculum Framework for Foundational Stage 2022. Department of School Education and Literacy, Ministry of Education), New Delhi. https://www.education.gov.in/sites/upload_files/mhrd/files/NCF_for_Foundational_Stage_20_October_2022.pdf • DoSEL (2022). Samagra Shiksha- An Integrated Scheme for School Education and Framework for Implementation, Department of School Education and Literacy, Ministry of Education, New Delhi. • DoSEL (2023). National Curriculum Framework for School Education 2023., Department of School Education and Literacy, Ministry of Education), New Delhi. https://www.education.gov.in/sites/upload_files/mhrd/files/ncf_2023.pdf • DoSEL (2023). National Guidelines and Implementation Framework on Equitable and Inclusive Education, Department of School Education and Literacy, Ministry of Education, New Delhi. • DoSEL(2009). The Right of Children to Free and Compulsory Education Act, 2009. Ministry of Human Resource Development (now Ministry of Education), New Delhi. https://www.indiacode.nic.in/bitstream/123456789/13682/1/rte_act_2009.pdf • Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford, Heinemann. 			

- MHRD (1968). National Policy on Education, 1968. Ministry of Human Resource Development (now Ministry of Education), New Delhi.
https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/NPE-1968.pdf
- MHRD(1986). National Policy on Education 1986. Ministry of Human Resource Development (now Ministry of Education), New Delhi. <https://ncert.nic.in/pdf/nep/npe86.pdf>
- MSJE (2006). National Policy for Persons with Disabilities 2006. Ministry of Social Justice and Empowerment, Government of India, New Delhi.
- Mukhopadhyay, S., & Mani, M. N. G. (2002). Education of Children with Special Needs, in Govinda, R. (2002) (Ed) India Education Report. Oxford University Press, New Delhi.
- National Trust (1999). THE NATIONAL TRUST FOR THE WELFARE OF PERSONS WITH AUTISM, CEREBRAL PALSY, MENTAL RETARDATION AND MULTIPLE DISABILITIES ACT, 1999.
<https://thenationaltrust.gov.in/upload/uploadfiles/files/act-englsih.pdf>
- RCI(1992). The Rehabilitation Council of India Act 1992.
<https://www.indiacode.nic.in/bitstream/123456789/1977/1/199234.pdf>
- Report of the Education Commission 1964-66,
<https://archive.org/details/ReportOfTheEducationCommission1964-66D.S.KothariReport>
- Sharma, U. (2005). **Integrated Education in India: Challenges and Prospects**, Disability Studies Quarterly, Winter 2005, Volume 25, No.(1)
- UN-ESCAP (2003). Biwako Millennium Framework for Action towards an Inclusive, Barrier Free and Right-based society for Persons with Disabilities in Asia and the Pacific.
<http://undocs.org/E/ESCAP/APDDP/4/REV.1>
- UNESCO (1994). The Salamanca Statement and Framework for Action on Special Needs Education. World Conference on Special Needs Education: Access and Quality, Salamanca, Spain, 1994.
<https://unesdoc.unesco.org/ark:/48223/pf0000098427>
- UNESCO(1950). United Nations Educational, Scientific and Cultural Organization Convention against Discrimination in Education Adopted by the General Conference at its eleventh session, Paris, 14 December 1950.
<https://adsdatabase.ohchr.org/IssueLibrary/UNESCO%20Convention%20against%20Discrimination%20in%20Education.pdf>
- United Nations Convention on the Rights of Persons with Disabilities,
<http://www.un.org/esa/socdev/enable/rights/convtexte.htm> 6 December 2006
- WEF (2025). Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, World Education Forum (UNESCO, UNICEF, World Bank, UNFPA, UNDP, UN Women and UNHCR)

Session: 2024-25

Part A – Introduction

Developments in the sphere of assistive technologies and ICT have opened up a wide array of 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-matter of the present course. The course familiarizes the M.Ed. students with devices and applications 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-nigh 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. The course also focuses on enabling the students to develop the capacity of ascertaining the efficacy of these devices and applications 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.

Name of Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	II		
Name of the Course	Therapeutics and Assistive Devices for Persons with visual Impairment		
Course Code	M24-SED-204		
Course Type	Specialization Course/ SC-3		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Explain the relevance of technology for persons with visual impairment. CLO 2: Illustrate various devices and applications to facilitate the education of persons with visual impairment. CLO 3: Describe various technological devices for promoting quality of life of persons with visual impairment. CLO 4: Critically analyse suitability/ appropriateness for various technological devices for Persons with visual impairment. CLO 5: Discuss various trends in research on technology for persons with visual impairment.		
Credits	Theory	Course work/ Practical/	Total

		Field Engagement	
	3	0	3
Teaching Hours per week	3	3	6
Internal Assessment Marks	25	0	25
End Term Exam Marks	50	0	50
Max. Marks	75	0	75
Examination Time	2:15 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 10 questions in all, asking two questions from each unit by taking course learning outcomes (CLOs) into consideration. The examinee will be required to attempt 5 questions, selecting one question from each unit. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	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		9
II	Technological Devices – Traditional and Modern for the Education of the Visually Impaired 2.1 Writing Technologies: Braille Slates of different types, Braille– mechanical and electrical, computers with screen readers and computer-based screen magnifiers and screen readers for Indian languages, Refreshable Braille Displays and Smart Braille 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		9

	<p>tablets, Smart Phone and DAISY players, Smart phone based OCR applications for English and Indian languages</p> <p>2.3 Technology for Mathematics and Science Education: Abacus, Taylor Frame, Tactile Geometry Kit, measuring tapes-- strengths and limitations; soft-wares 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, Talking Scientific & Graphic calculator, Desmos-Website for graphing, Fixed volume pipette, talking vernier calliper</p> <p>2.4 Braille Production Technologies: Stereo 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</p> <p>2.5 Critical analysis of the devices mentioned under Unit 2.1 to 2.4 in the context of the Indian situation</p>	
III	<p>Technologies for Facilitating Independent Living for Persons with Visual Impairment</p> <p>3.1 Mobility Devices and applications : canes - rigid, collapsible, folding and Smart Canes; Global Positioning Systems (GPS), ultra sonic devices, vibrating technologies, navigational applications using GPS</p> <p>3.2 Fitness and Health: Thermometer - tactile and audio, Talking Blood Glucose Meter, Talking Blood Pressure Device, Talking Medcenter Pill Organizer System, Talking Pedometer, Talking oximeter, weighing machine- Braille and Talking</p> <p>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, accessible games on smart phones and computers.</p> <p>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, Talking labeller</p> <p>3.5 Critical analysis of devices mentioned under Unit 3.1 to 3.4</p>	9

IV	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 employment opportunities 4.5 Making workplaces and available workshop equipment and other machines accessible to persons with visual impairment– Guidelines and Principles	9
V	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 Persons with Disabilities 5.4 Parameters for assessing efficacy/ suitability of devices and applications in the Indian context 5.5 Recent trends in research on technology for visually impaired including artificial Intelligence	9
	Course Work/ Practical/ Field Engagement a. Assignment(s) (Group/Small Group/Individual) • Analyze critically the efficacy of any two traditional/modern devices from Unit 2 to Unit 4 • Draw up a list of addresses of suppliers of technological devices for persons with visual impairment • Survey the availability and use of technology in one special school and one inclusive school and prepare a critical report b. Visit(s) (Group/Small Group) Visit the available nearest resource center of assistive technologies for visually impaired students. c. Hands on Training of OCR soft-wares using Smartphones.	45
Total Contact Hours		90
Suggested Evaluation Methods		
Internal Assessment: 25		End Term Examination: 50
➤ Theory	25	➤ Theory: 50

•Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	7	
•Mid-Term Exam:	13	

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Essential Readings

- Taraporevala, S., & D'Sylva, C. (2014). *Equip Your World: A Synoptic View of Access 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.

Recommended Readings

- Fernandez, G., Koenig. C., Mani. M.N.G., & Tensi, S. (1999). *See with the Blind*. Books for Change, Bangalore.
- 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.rmib.org.uk>
- <http://shop.lighthouseguild.org>
- Hersh. M & Johnson .M (2014). *Assistive Technology for Visually Impaired and Blind People*. Springer Publications.
- Manduchi.R & Sri Kurniawan (2013). *Assistive Technology for Blindness and Low vision*. Taylor & Francis. ISBN-13 : 978-1138073135
- Charley (2023). *CHAT GPT for Beginners: Unlock AI's Power with Revolutionary Text Generation Technology for Personal and Professional Growth*.
- Taraporevala & D'sylva (2014). *Equip your world: A Synoptic view of access technologies for the visually challenged*. Published by NIVH

Web Resources:

- Punani, B., & Rawal, N. (2000). *Handbook for Visually Impaired*. Blind Peoples' Association, Ahmedabad Retrieved online on 22/11/2023 from <https://bpaindia.org/wpcontent/uploads/2021/02/Handbook-Visual-Impairment.pdf>
- Joshi. H (YNK). *A Manual on Taylor frame*. (Hindi). Retrieved online on 22/11/2023 from <https://bpaindia.org/wp-content/uploads/2020/11/A-Manual-on-Taylor-Frame-Developedby-Mr.-Hurshad-U-Joshi.pdf>
- NIEPVD (2020). *Effective Schools for Students with Visual Disabilities (Quality Indicators and Parameters)*. NIVH Dehradun. Retrieved online on 22/11/2023 from <https://nivh.gov.in/pdfdoc/qualityindicators.pdf>
- Mathur.G (2020). *Low Vision: Manifestation and Management*. Published by NIEPVD. Retrieved online on 22/11/2023 from <https://nivh.gov.in/pdfdoc/bookvi.pdf>
- SG ENABLE (2023). *Enabling Guide*. Retrieved online on 22/11/2023 from .

<https://www.enablingguide.sg/im-looking-for-disability-support/assistive-technology/atvisual-impairment>

- Perkins School for the Blind (2023). *A to Z Assistive Technology for Low Vision*. Available online on <https://www.perkins.org/resource/z-assistive-technology-low-vision/>
- RNIB (2023). *Amazon Echo*. Retrieved online on 23/11/2023 from <https://www.rnib.org.uk/living-with-sight-loss/assistive-aids-and-technology/everydaytech/technology-in-the-home/amazon-echo/>
- Screen Readers with Special Reference to Indian Languages; Magnifying Software, and Open Source Software. Available online at https://ugcmoocs.inflibnet.ac.in/assets/uploads/1/19/465/et/P14_M11200218101002022121.pdf
- Braille translation software. Retrieved online on 23/11/2023 from https://ugcmoocs.inflibnet.ac.in/assets/uploads/1/19/467/et/P14_M13200218101002024949.pdf
- NCERT (YKN). *NCERT initiatives for Inclusive and Accessible Education*. Retrieved online on 23/11/2023 from <https://ncert.nic.in/accessibility.php>
- XRCVC (2020). *Accessible E-content Creation. Standards and Guidelines*. Retrieved online on 24/11/2023 from <http://xrcvc.org/docs/Accessible%20EContent%20Creation%20Standards%20and%20Guidelines.pdf>

Session: 2024-25			
Part A – Introduction			
Name of the Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	II		
Name of the Course	Practical Related to Visual Impairment		
Course Code	M24-SED-205		
Course Type	Practical I/ PC-2		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: screen, access and identify students with low vision CLO 2: prepare an IEP including the seating in the classroom and as per requirements and available resources CLO 3: record the assessment, intervention procedure and the progress of the students CLO 4: help the infant/ child who has severe visual impairment to learn to see vision using simple vision stimulation activities CLO 5: teach ICT effectively to students of B.Ed.		
Credits	Theory	Practical	Total
	0	8	8
Teaching Hours per week	8	8	16
Internal Assessment Marks	0	60	60
End Term Exam Marks	0	140	140
Max. Marks	0	200	200
Examination Time	0	-	
Part B- Contents of the Course			
Practicals			Contact Hours
I	<p>Brief description: This practicum will cover 2 areas:</p> <p>(1) Vision Assessment for Educational Purposes (120 hours)</p> <ul style="list-style-type: none"> • Identify two low vision students- Review his/her medical record and interpret the pathology on type of vision loss viz Central vision loss/ Peripheral vision loss/ Blurred vision. • Screen of his/her visual impairment in: Distance vision, Near vision, Field of vision, Contrast sensitivity, and Colour vision and record the response using the format of Lea/ Jill Kefee • Prepare an IEP including the seating in the classroom, lighting requirement, size of print required for reading, magnification requirement Braille requirement if need be, and motivation and psychological support. • Intervention using all needed techniques and devices • Record the assessment and intervention procedure and the progress of the students and submit the record. • Determine the reading medium for these students which depends on the structure of impairment and its implications. Decide if the students need Print , Large print or Braille or both Print and Braille <p>5 lectures with B.Ed. students (1 in pedagogy subject, 1 in inclusive education, and 3 in specialization papers)</p>		60+60

II	<p>Aims to help the low vision individuals to optimise his/her residual/ limited Vision</p> <p>a. Vision Stimulation: help the infant/ Child who has severe visual impairment to learn to see vision using simple vision stimulation activities.</p> <p>b. Assessment of Functional Vision and training to use the residual vision – Use Jill Keefee’s functional vision assessment tool. Select two persons with low vision. Prepare the functional vision assessment kit following the preparation procedure for assessment. Train the person to enhance the visual skills</p> <p>c. This practicum involves preparation vision stimulation kit, Functional vision assessment kit and functional vision training kit.</p> <p>d. Maintain record for these areas and submit</p> <p>Teaching of ICT to B.Ed. students 5 classes</p>	60+60
Total Contact Hours		240
Suggested Evaluation Methods		
Internal Assessment: 60		End Term Examination: 140
➤ Practicum	60	➤ Practicum 140
• Class Participation:	10	Lab record, Viva-Voce, write-up and execution of the practical
• Seminar/Demonstration/Viva-voce/Lab records etc.:	20	
• Mid-Term Exam:	30	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		

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Part A – Introduction

Teachers are the backbone of quality education vis-à-vis development of the country. Quality education is not only limited to students without disabilities but it includes students with disabilities. The teacher educators and master trainers must understand the need, process as well as issues and challenges involved in the training of teachers at pre-service and in-service levels for special and inclusive educational institutions. A sound understanding and analytic skills in the area would help them to plan and implement teacher education programme effectively.

Name of Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	III		
Name of the Course	Perspectives in Teacher Education		
Course Code	M24-SED-301		
Course Type	Core Course/ CC-6		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Describe the linkage between teacher education and quality school education; CLO 2: Trace the history and developments with respect to teacher preparation for education of children with disabilities; CLO 3: Discuss the quality teacher preparation process in special and inclusive education; CLO 4: Explain pre-service teacher preparation in special and inclusive education; CLO 5: Appreciate importance of professional development and in-service programmes and develop capacity to plan and execute it as per specific need and purpose;		
Credits	Theory	Course work/ Practical/ Field Engagement	Total
	3	0	3
Teaching Hours per week	3	3	6
Internal Assessment Marks	25	0	25

End Term Exam Marks	50	0	50
Max. Marks	75	0	75
Examination Time	2:15 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 10 questions in all, asking two questions from each unit by taking course learning outcomes (CLOs) into consideration. The examinee will be required to attempt 5 questions, selecting one question from each unit. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Understanding Teacher Education 1.1. Concept of teaching, teacher and teacher education: Need and scope of teacher education and objectives of teacher education; Teacher education and school education: a symbolic and dialogic relationship 1.2. Teacher education in pre-independence and post-independence India; Changing concept of teacher education in India 1.3. Structure and Agencies of Teacher Education in India: National Curriculum Frameworks for Teacher Education 1.4. Structure of Teacher Education in general at various levels 1.5. Agencies of Teacher Education in general at various levels		9
II	Historical Perspectives of Teacher Preparation in Special and Inclusive Education 2.1. Beginning of teacher preparation in special education in India, 2.2. Establishment of national institute for various disabilities and development of professionals in special education 2.3. Establishment of Rehabilitation Council of India and standardization of teacher education in special education in India, and role of national level institutions (e.g., UGC, NCERT) in promotion of teacher education in special education 2.4. Role of Non-government organisation (NGOs) in promotion of teacher education in special education 2.5. Factors Influencing Teacher Education in Special and Inclusive Education: Models of disability and service delivery models, National and international legislations and policies in disability, Schemes and programmes including IEDSS, DPEP, SSA, RMSA, SmSA, DDRS, Special and inclusive schools related factor		9

III	<p>Teacher Preparation in Special and Inclusive Education</p> <p>3.1.Requirement of special education teachers in India: achievements and targets; Special education teacher in special schools and inclusive school; Special education teacher in mainstream school: PTR and other requirements</p> <p>3.2.Special education teacher training institutions: types and nature, Teacher Education in Special Education through Open and Distance Learning (ODL)</p> <p>3.3.Role of RCI in teacher preparation in special education; Collaboration between regular and special education teacher training programmes</p> <p>3.4.Competency based teacher education model for teacher preparation in special education, Quality management of teacher education in special education: addressing issues</p> <p>3.5.UNESCO’s perspective on preparing all teachers to teach all students; Addressing challenges of preparing special education teachers across countries</p>	9
IV	<p>Pre-Service Teacher Education in Special and Inclusive Education</p> <p>4.1.Teacher preparation at different levels (foundational stage to secondary stage), Teacher preparation for different types of disability</p> <p>4.2.Preparation of teachers to support inclusive education; Cross disability and teacher preparation</p> <p>4.3.Career prospects of teachers in special education, social status and job satisfaction, burn out of special education teachers</p> <p>4.4.Curriculum, Transactional Modalities in Teacher Education in Special Education: Planning and design of teacher education curriculum for special education, Transaction of teacher education curriculum, Integrating Assistive Technology into teacher education programme</p> <p>4.5.Assessment of performance of trainee teachers</p>	9
V	<p>Professional Development Programme in Special Education</p> <p>5.1.Need and significance of Professional Development: Profession and professionalism with respect to teacher education in Special Education, Registration and renewal of registration as special education teacher- purpose and requirement; Professional ethics</p> <p>5.2.Structure and Models of Professional Development Programme: Continued professional development in special and inclusive education: recommendation of NEP 2020, Self-learning for professional development, Professional development through virtual/online mode</p> <p>5.3.Continued Rehabilitation Education (CRE) and Faculty development programme in special and inclusive education: structure and models;</p> <p>5.4.Planning, Designing and Organising Professional Development Programme (PDP): Organising PDP enhancing engagement and learning: considerations for planning and designing, PDP through virtual/online mode: need, scope and significance,</p>	9

	Delivering PDP through virtual/online mode: technological requirements and considerations, Assessment of PDP through offline and virtual/online mode, addressing issues and challenges in designing and organising PDP 5.5.In-service Teacher Education in Special and Inclusive Education: In-service teacher education and its linkage with quality of school education, Planning and designing training of in-service teacher in special and inclusive education		
	<p>Course work/Practical/Field Engagement</p> <ul style="list-style-type: none"> • Assignment: Prepare and submit an assignment of 1000 words describing the status of teacher preparation to meet the requirements of inclusive set ups • Visit: Prepare a checklist/schedule to collect information by visiting at least 5 educational institutions about competency of passed out special education student teachers. Take interview of at least 5 principals of schools having children with disabilities and analyze the data to suggest improvement in quality of training and the need for in-service training • Group Activity: 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 analyse the data to suggest improvement in quality of training <p>Transaction Learners’ engagement through interactive lectures, group discussion through case study and problem-based approach s as well as submission of assignments. The learning further needs to be strengthened through practicum activities, field engagement through visit. The assessment also needs to be in continuous basis.</p>		45
Total Contact Hours			90
Suggested Evaluation Methods			
Internal Assessment: 25		End Term Examination: 50	
➤ Theory	25	➤ Theory:	50
•Class Participation:	5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	7		
•Mid-Term Exam:	13		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			

Alexander W. Siston, & Kumar P. (2021). Building teacher quality in India: examining policy frameworks and implementation outcomes (Edited book). Emerald Publishing Limited, Howard House, Wagon Lane, Bingley

Burns, M. (2023). Distance Education for Teacher Training: Modes, Models and Methods. (2nd Edition). Washington, DC: Education Development Center

Gupta, N. (2017). Major issues & challenges in special education in India. Horizon Books

Mohan Radha (2019). Teacher Education, 2nd Ed, Delhi, PHI Learning Pvt Ltd

Pathak, R. P. (2020). *Perspectives on teacher education*. Atlantic Publishers and Distributors (P) Ltd.

Paul T. Sindelar, Erica D. McCray, Mary T. Brownell, and Benjamin Lignugaris /Kraft (2014). *Handbook of research on special education teacher preparation* (Edited book). New York, NY: Routledge

Robert Houston W. & Haberman, M. & Sikula J. (1990). Handbook of research on teacher education. New York: Macmillan; London: Collier Macmillan

Session: 2024-25**Part A – 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.

Name of Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	III		
Name of the Course	Adulthood and Family Issues of Persons with Visual Impairment		
Course Code	M24-SED-302		
Course Type	Specialization Course/ SC-4		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1: Analyze the role of family as a support system from birth to adulthood.</p> <p>CLO 2: Discuss the concerns of the family of a person with visual impairment.</p> <p>CLO 3: Meet the challenges faced at different stages of transition of a person with visual impairment.</p> <p>CLO 4: Develop the skills to prepare an ITP and IFSP.</p> <p>CLO 5: Develop a critical understanding of schemes for equal opportunities.</p>		
Credits	Theory	Course work/ Practical/ Field Engagement	Total
	3	0	3
Teaching Hours per week	3	3	6
Internal Assessment Marks	25	0	25
End Term Exam Marks	50	0	50

Max. Marks	75	0	75
Examination Time	2:15 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 10 questions in all, asking two questions from each unit by taking course learning outcomes (CLOs) into consideration. The examinee will be required to attempt 5 questions, selecting one question from each unit. All questions will carry equal marks.			
Unit	Topics	Contact Hours	
I	Role of Family in the Continuum of Support System 1.1 Adjustment and accommodation to the birth of a special child and onset of visual impairment 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	9	
II	Transition Issues & Role of Family 2.1 Understanding Transitions (Social, Physical, Psychological, and Cultural aspects) 2.2 from home to school and school to college 2.3 Transition from education to work 2.4 Individualized Transition Plan (ITP) & Role of Family 2.5 Maintaining Relationships (Empathy, cue sensitivity, personal space)	9	
III	Family Issues in Adulthood 3.1 Higher Education & Career Education 3.2 Life Skills Education 3.3 Sexuality & Marriage 3.4 Home skills management 3.5 Connecting and partnering with community members	9	
IV	Planning Family Support Services 4.1 Concept, objectives and components of family support services 4.2 Identifying family needs; Supporting leisure and recreation 4.3 Family Support for alternative thinking and consequences 4.4 Family Support for development of self-image & stress management 4.5 Individualized Family Service Plan (IFSP) 4.6 Preparing an IFSP in Indian context	9	
V	Support systems for inclusion and Support from Schemes 5.1 Family Support in Personal Care & attending community functions 5.2 Financial management - Money transaction, Budgeting, Banking, Saving 5.3 Role of educational institute, Self-help groups and society 5.4 Role of media in awareness and attitude building	9	

	5.5 Schemes for education and independent living (including education and vocational rehabilitation)	
	Course Work/ Practical/ Field Engagement (Any Two) <ul style="list-style-type: none"> • should develop an individualized transition plan for a given person with visual impairment • should develop an individualized family service plan for a family of a person with visual impairment • should critically examine any two schemes under equal opportunity schemes • should device any media tool or promotion campaign for family awareness or support 	45
Total Contact Hours		90
Suggested Evaluation Methods		
Internal Assessment: 25		End Term Examination: 50
➤ Theory	25	➤ Theory: 50
•Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	7	
•Mid-Term Exam:	13	
Part C-Learning Resources		
Recommended Books/e-resources/LMS: <ul style="list-style-type: none"> • Bhandari, R., & Narayan, J. (2009). Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. Voice and vision: India. • Educational Concessions and Facilities for Blind Students. National Association for the Blind: Mumbai Foundation for the Blind. • Kirk, S.A., Gallagher, J.J., & Anastasiow, N.J. (2000). Educating Exceptional Children. Houghton Mifflin Company: New York • Lowenfeld, B. (1973). Visually Handicapped Child in School. American Foundation for the Blind. New York. • Lowenfeld, B. (1975). The Changing Status of the Blind from Separation to Integration. Charles C. Thomas, Springfield. • Narayan, J., & Riggio, M. (2005). Creating play environment for children. Hilton/Perkins: USA. • Patil, H.J. (2008). (5 Ed). Concession for the Blind. National Association for the Blind: Mumbai • Shah, A. (2008). Basics in guidance and Counselling. Global Vision Publishing House, New Delhi. • Smith, D. D. & Luckasson, R. (1995). Introduction to Special Education – Teaching in an age of Challenge. (2 Ed). Allyn & Bacon, Boston. • Fernald, L.D. & Fernald, P.S. (2001). Introduction to Psychology (5th ed.). A.I.T.B.S Publishers, New 		

Delhi.

- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2002). *Introduction to Psychology*. (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 Psychology in Schools*. Routledge, New York.
- Hilgard, E.R., Atkinson, R.C. & Atkinson, R. L. (1975). *Introduction to Psychology* (6th ed.) Oxford, New Delhi.

Session: 2024-25**Part A – 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 and know- how's of managing educational institutes on the basis of total quality management principles.

Name of Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	III		
Name of the Course	Educational Management		
Course Code	M24-SED-303		
Course Type	Elective Course/ EC-1		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Explain the basic concepts and fundamental areas of management CLO 2: Describe the skills required for enhancing institutional quality for sustained development CLO 3: Enumerate the skills required for capacity building of human resources CLO 4: Explain the skills needed to manage data for various information management processes CLO 5: Prepare cost effective budgets, proposals and describe ways of managing financial resources		
Credits	Theory	Course work/ Practical/ Field Engagement	Total
	2	0	2
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	2:15 hours		

Part B- Contents of the Course

Instructions for Paper- Setter: The examiner will set 10 questions in all, asking two questions from each unit by taking course learning outcomes (CLOs) into consideration. The examinee will be required to attempt 5 questions, selecting one question from each unit. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	Educational Management: An Overview 1.1 Definition & Concept 1.1.1 Management as an art, science, organization, person, and a discipline 1.1.2 Functions and skills of educational management 1.1.3 Principles, process, and models of educational management 1.2 Approaches to and theories of management 1.3 Styles of management: autocratic, laissez-faire, transactional, contingency	6

	1.4 Leader vs. Manager: Role competencies 1.5 Educational leadership and educational system 1.5.1 Concept, characteristics, and factors /skills of leadership 1.5.2 Theories of educational leadership 1.5.3 Types of educational leadership	
II	Total Quality Management (TQM) in Education 2.1 Concept of Quality and issues in quality management of educational institutes 2.2 Educational applications of TQM 2.3 Assessment of educational institutions 2.4 Strategic planning & sustainable development 2.5 Implementing TQM	6
III	Human Resource Management 3.1 Manpower planning, talent acquisition & management 3.2 Employee benefits, welfare and performance appraisal systems-350 degree approach. 3.3 Training, development, and capacity building 3.4 Organisational behaviour; climate and culture 3.5 Individual & group dynamics, conflict management & negotiations	6
IV	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	6
V	Financial Management 5.1 Need and importance of financial management in educational institutes 5.2 Basic concepts in accounting 5.3 Importance and types of budgeting 5.4 Resource mobilization and allocation 5.5 Proposal writing for funding in educational institutes	6
	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 a teacher training college and other from special school	30
Total Contact hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		

Recommended Books/e-resources/LMS:

- Bhardwaj, K. S., (2014). Human Resource Development in Education. Partridge Publication, Gurgaon.
- Bush, T., & Paul, L. S. (2006). Principles and Practice of Educational Management. Chapman A Sage Publications Company, London.
- Chatterjee, B. K. (2011). Finance for Non-Finance Managers. Jaico Publishing House, New Delhi.
- Deshmukh, A. V., & Naik, A. P. (2010). Educational Management. Himalaya Publishing 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.
- Kumar, H. U. (2012). Education and Human Resource management ISBN: 9780198076681
- Leithwood, K., & Jantzi, D. (1999). Changing Leadership for Changing Times. Open University Press, London.
- Lewis, T. (2012). Financial Management Essentials: A Handbook for NGOs.
- Mathis, R. L., & Jackson, J. H. (2010). Human resource management (13th ed.).
- Mehta, D. (2022). Educational Administration. PHI Learning Private Limited. New Delhi
- Mohanty, J. (2008). Educational Administration, Supervision and School Management (2nd Revised and Enlarged Edition)
- Mukhopadhyay, M. (2011). Total Quality Management in Education. Sage publications India Pvt. Ltd. New Delhi.
- Nkomo, S. M., Fottler, M. D., & McAfee, R. B. (2010). Human resource management applications: Cases, exercises, and skill builders (7th ed.).
- Pande, S., & Basak, S. (2012). Human Resource Management. Text and Cases. Amazon Digital South Asia Services, Inc.
- Rajni Bala (2006). Education Planning and Development. Alfa Publications. New Delhi.
- Rao, N. P. (2011). Education and Human Resource Management ISBN 10: 8170247330 - ISBN 13: 9788170247333 - APH Publishing Corporation – New Delhi
- Rayner, S. (2007). Managing Special and Inclusive Education. Sage Publications Ltd. London.
- Rao, V. K. R. V. (1966). Education and human resource development. Allied Publishers, Bombay.
- Senge, P. (2007). A Fifth discipline resource. Schools that lead: Nicholas Brealey Publishing, London.
- Shapi, J. (N.K). Writing a Funding Proposal.
- Ulrich, D., & Brockbank, W. (2005). The HR Value Proposition. Boston: Harvard Business School Press. (ISBN-13: 978-2591397076 or ISBN-10: 2591397073)

Web references

<https://online.marymount.edu/what-is-educational-leadership>

https://www.researchgate.net/publication/256303007_Educational_leadership_and_management_in_an_international_school_context

Session: 2024-25			
Part A – Introduction			
Name of Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	III		
Name of the Course	Educational Technology		
Course Code	M24-SED-304		
Course Type	Elective Course/ EC- 1		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Explain the meaning, nature, scope and evolution of ET and ICT in education. CLO 2: Examine the teaching-learning system and potential of ICT and its effectiveness in education. CLO 3: Design, develop and use various digital teaching learning resources. CLO 4: Integrate suitable ICT effectively in teaching-learning evaluation, administration and other learning support systems.		
Credits	Theory	Course work/ Practical/ Field Engagement	Total
	2	0	2
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	2:15 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 10 questions in all, asking two questions from each unit by taking course learning outcomes (CLOs) into consideration. The examinee will be required to attempt 5 questions, selecting one question from each unit. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Educational Technology 1.1 Definition and Scope of Educational Technology in special and inclusive education; 1.2 Need and Role of Educational Technologists in India 1.3 Growth of conceptual framework of Educational Technology: ET1, ET2, ET3 ... 1.4 Methods & Models Instructional designs 1.5 Critical Issues in ICT: Globalisation, Legal, Ethical, and Socio-political issues		6
II	Communication and Teaching-Learning Resources 2.1 Concept and Principles of Instructional Technology; Communicative Skills & ICT 2.2 Communication Process; Use of Communication Technologies in the teaching-learning process. 2.3 Non-digital teaching-learning resources (eg. TV, Radio, Audio-Visual Resources). 2.4 Digital teaching learning resources (eg. Online Libraries, Repositories of Presentations, Video Lectures, digital materials).		6

	2.5 Digital Literacy: Concerns and Challenges	
III	Use of ICT in Various Aspects of Education 3.1 ICT in Educational Research (ICT Tools for locating literature; data collection, data analysis etc.) 3.2 ICT for assessment of/for learning 3.3 ICT & Accessibility Issues 3.4 ICT Resources for Designing an Online Course or Digital Learning Content 3.5 Learning Management Systems (LMS): Concept, standards, its application in education	6
IV	ICT and Open Access 4.1 Open access: Meaning, Issues and policies 4.2 ICT & IPR: copyright, trademarks, patents and exceptions for PwDs; 4.3 OER in Education – Conceptual Issues, benefits and Repositories 4.4 Policies and other documents on ICT in School and Teacher Education 4.5 Potentials of ICT for equitable education - Access, participation, Skill Development and lifelong learning	6
V	E-Learning & Learning Management 5.1 E-Learning: Nature and Types 5.2 Developing e-content/learning objects: Design and technical aspect 5.3 Continuous Professional Development (CPD) of teachers through MOOC, webinars, etc. 5.4 National Initiatives on E-learning and ICT Integrated Education 5.5 Guidelines for the development of an e-learning course and content	6
	Course Work/ Practical/ Field Engagement I. Prepare a video lecture of 25 minutes using accessibility features II. PPT by inserting photos and videos on a topic of your choice III. Create your email account as well as design a blog IV. Enrol and complete MOOC courses in Swayam Portal related with teacher education V. Write a review paper on MOOC programmes or other National Initiatives on e-learning VI. Prepare and plan an educational display on a bulletin board using charts, diagrams, graphs, posters, cartoons and comics VII. Prepare a storyboard in any one unit of a subject for a child with disability VIII. Present or publish a research paper on the application of ICT in education IX. Seminar on issues in the application of ICT in inclusive education	30
Total Contact hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	

Part C-Learning Resources

Recommended Books/e-resources/LMS:

- Abbott, C. (2001). ICT: Changing Education. London: Routledge Falmer. (chap 3&7; pg. 28-44, 102-118)
- Bates, A. (2025). Teaching in a digital age. Retrieved from <http://opentextbc.ca/teachinginadigitalage/> Brooks, D. W., & Nolan, D. E., & Gallagher, S. M. (2002). Web-Teaching: A Guide to Designing Interactive Teaching for the World Wide Web (Second ed.). New York: Kluwer Academic Publishers. (chap 1-6, 10, 25,16; pg 1-106, 169-182, 235-264)
- Dunn, L., Morgan, C., O'Reilly, M., & Parry, S. (2004). The student assessment handbook: New directions in Traditional and online assessment. London: Routledge Falmer, Taylor & Francis Group. (chap 6,13,16,17; pg 41-46,105-120,143-170)
- Fallows, S., & Bhanot, R. (2002). Educational Development through Information and Communications Technology. London: Kogan Page. (chap 1, 9, 11-13, 17,18; pg. 1-7, 100-112, 122-149, 182-209)
- Kats, Y. (2010). Learning Management System Technologies and Software Solutions for Online Teaching: Tools and Applications. New York: Information Science Reference. (chap 1- 4,7,16; pg. 1-80, 120-137,291-313)
- Reddi, U. V. (Ed.). (2003). Educational Multimedia: A Handbook for Teacher-Developers. New Delhi: Commonwealth Educational Media Centre for Asia. (chap 5-9,pg. 27-62)
- Song, H. &. (2010). Handbook of Research on Human Performance and Instructional Technology. Hershey: Information Science Reference. (chap 7; pg. 119-130)
- Bracey, B., & Culver, T. (Eds.). (2005). Harnessing the Potential of ICT for Education: A Multistakeholder Approach. New York: The United Nations Information and Communication Technologies Task Force. (pg. 32-62, 253-258 & 185-190)
- Dabbagh, N. (2005). Pedagogical models for E-Learning: A theory-based design framework. International Journal of Technology in Teaching and Learning, 1(1), 25-44.
- Florian, L., & Hegarty, J. (Eds.). (2004). ICT and Special Educational Needs: A tool for inclusion. Berkshire: Open University Press. (chap 1; 7-20)
- Kasinathan, G. (2009). ICTs in School Education - Outsourced versus Integrated Approach, Policy Brief. Retrieved August 10, 2011, from IT for Change:https://www.itschool.gov.in/pdf/Study_by_IT4Change_Bangalore1307.10.pdf
- Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? Contemporary Issues in Technology and Teacher Education, 9(1), 50-70.
- Kwan, R., Fox, R., Chan, F. T., & Tsang, P. (Eds.). (2008). Enhancing Learning Through Technology: Research on Emerging Technologies and Pedagogies. Singapore: World Scientific Publishing. (chap 1,13; pg. 1-16,201-216) 3
- Leask, M. (Ed.). (2001). Issues in Teaching using ICT. London: Routledge Falmer. (chap 1,8; pg. 3-14, 105-125)
- Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A framework for teacher knowledge. Teachers College Record, 108(6), 1017-1054. doi:10.1111/j.1467-9620.2006.00684.x.
- Monteith, M. (Ed.). (2004). ICT for Curriculum Enhancement. Bristol: Intellect Books. (chap 2,3,8,9; pg. 26-56, 113-139)
- Pritchard, A. (2007). Effective Teaching with Internet Technolog
- Mukhopadhyay, M (1990). Educational Technology Challenging Issues. Sterlings Publisher's Pvt. Ltd. New Delhi.
- Rosenberg, M.J. (2001). E-Learning. McGraw Hill, New York.

Session: 2024-25**Part A – Introduction**

Guidance and counselling are vital in supporting individuals with disabilities and their families to deal with their environment on a daily basis, as well as explore opportunities and plan for the future. This paper will empower the learners of this course to understand guidance and counselling, the types and context of counselling and apply the counselling and guidance skills to help students and their families as well as to create a supportive environment around them.

Name of Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	III		
Name of the Course	Guidance and Counseling		
Course Code	M24-SED-305		
Course Type	Elective Course/ EC- 1		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Appreciate the issues of counselling and guidance. CLO 2: Critically evaluate the importance and scope of Educational, Vocational, Personal and family counselling CLO 3: Apply the skills of guidance and counselling for persons with disability and their families across different settings. CLO 4: Analyze the concerns faced by individuals with disabilities and their families in the contemporary world.		
Credits	Theory	Course work/ Practical/ Field Engagement	Total
	2	0	2
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	2:15 hours		

Part B- Contents of the Course

Instructions for Paper- Setter: The examiner will set 10 questions in all, asking two questions from each unit by taking course learning outcomes (CLOs) into consideration. The examinee will be required to attempt 5 questions, selecting one question from each unit. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	Introduction to Guidance and Counselling 1.1 Guidance and counselling: definition, aims and importance 1.2 Competency and scope of work 1.3 Role of the learner with families of individuals with disabilities 1.4 Role of the learner with individuals with disabilities 1.5 Ethical and legal considerations	6
II	Micro Skills of Counselling 2.1 Building a positive environment, safe space and relationship 2.2 Non-judgemental and unconditional acceptance 2.3 Active listening (Verbal and Nonverbal)	6

	2.4 Empathetic Responding 2.5 Building cultural and contextual sensitivity	
III	Building Competency and Enhancing Skills in Settings 3.1 Promoting autonomy and choices 3.2 Building self-esteem and self-confidence 3.3 Promoting positive mental health and wellbeing 3.4 Empowering individuals with disabilities to advocate 3.5 Need and means for referrals, collaboration and community engagement	6
IV	Guidance and Counselling across Settings 4.1 Formal school and informal educational setups 4.2 Vocational and Employment Setups 4.3 Residential, assisted living centres 4.4 Career Guidance and Legal Rights 4.5 Understanding intersectionality (gender and sexuality, region, religion and caste, socioeconomics and culture etc.)	6
V	Addressing Abuse and Harassment 5.1 Types of abuse (verbal, physical, psychological, sexual, emotional) 5.2 Abusive punishment procedures and their repercussions 5.3 Recognising signs of abuse and trauma 5.4 Role of peers, staff, and family 5.5 Accessibility to mental health, legal and allied services	6
	Transaction Refer to the NEP 2020 Framework to understand the role of a counsellor The transaction for this course should be done with a perspective to enhance the sensitivity and skills of the educator. They should be able to appreciate the role of a guide and counsellor in the school setting. Lecture discussions, role play and case discussions should be adopted to facilitate understanding among the learners. Course Work/ Practical/ Field Engagement • Observation of counselling sessions with persons with disabilities and their families • Role plays of a parent counselling session • Counselling and report writing on an individual/family • Report of critical observation of a given counselling session • List the resources required and their optimum use in managing a school guidance programme • Review documents on vocational guidance and write an essay.	30
Total Contact hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	

Part C-Learning Resources

Recommended Books/e-resources/LMS:

- Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex Printing Company, Phillipines.
- Mehrotra, N (2016). A resource book on disability studies in India,
<https://www.jnu.ac.in/Faculty/nilika/A%20READER%20ON%20DISABILITY%20STUDIES%20IN%20INDIA.pdf>
- Naik, P.S. (2013). Counselling Skills for Educationists. New Delhi: Soujanya Books.
- Nayak, A.K. (1997). Guidance and Counselling. New Delhi: APH Publishing.
- Pal, O.B. (2011). Educational and Vocational Guidance and Counselling. Soujanya Books, New Delhi.
- Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. New Delhi: Soujanya Books.
- Shah, A. (2008). Basics in Guidance and Counselling. New Delhi: Global Vision Publishing House.
- Sharma, V.K. (2022). Administration and Training of Educational and Vocational Guidance. New Delhi: Soujanya Books.

Web resources

<https://egyankosh.ac.in/bitstream/123456789/46291/1/BESE-132B4E.pdf>

https://www.niepid.nic.in/Protocol_Psy.pdf

<https://www.mheducation.co.in/counselling-and-guidance-9781259005077-india>

Session: 2024-25			
Part A – Introduction			
Name of the Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	III		
Name of the Course	Dissertation (Synopsis)		
Course Code	M24-SED-306		
Course Type	Dissertation/ DISS-1		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: select an appropriate topic for conducting research CLO 2: develop an effective and impressive research synopsis CLO 3: present the research proposal effectively CLO 4: justify the selection of research topic for conducting research work		
Credits	Theory	Practical	Total
	0	2	2
Teaching Hours per week	2	2	4
Internal Assessment Marks	0	50	50
End Term Exam Marks	0	-	-
Max. Marks	0	50	50
Examination Time	0	03:00 hours	
Part B- Contents of the Course			
Practicals			Contact Hours
I	• Student will develop Synopsis for Research Work (Dissertation)		30+30
Suggested Evaluation Methods			
Internal Assessment: 50		End Term Examination: 0	
➤ Practicum	50	➤ Practicum	0
• Seminar/Demonstration/Viva-voce/ Records/Synopsis etc.:	50	-	
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			

Session: 2024-25			
Part A – Introduction			
Name of the Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	III		
Name of the Course	Field engagement/ Internship related to Visual Impairment(As a Teacher Educator)		
Course Code	M24-SED-307		
Course Type	Field Engagement & Internship/ FEI-1		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: develop effective lesson plans CLO 2: deliver the lessons using the appropriate teaching skills in an effective manner CLO 3: differentiate instructions for diverse learners as per requirements CLO 4: report the outcome of teaching learning encounters		
Credits	Theory	Practical	Total
	0	8	8
Teaching Hours per week	8	8	16
Internal Assessment Marks	0	60	60
End Term Exam Marks	0	140	140
Max. Marks	0	200	200
Examination Time	0	-	
Part B- Contents of the Course			
Practicals			Contact Hours
I	<ul style="list-style-type: none"> • Prepare 8 lessons for classroom teaching at Diploma and Graduate Courses. - Pedagogy subject – Two lessons - Inclusive Education- One lesson - Specialization- Three lessons - ICT based lessons for B.Ed students – Two lessons • Student teacher teach the lessons with the supervision of the faculty • Faculty to review the lesson plan and assist in writing <p>One month Internship Internship 25 days in B.Ed. Spl. Edu. (V.I.). 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 Plan and demonstrate co-operative teaching strategy 7 lessons in inclusive school Submit a comprehensive report on challenges faced during internship and strategies followed to address them</p>	60+60	
II	Prepare 3 lessons (Math - one lesson, Science – one lesson and Social Science – one lesson) using Differentiated instruction for diverse learners. Student teachers differentiate instruction in: <ul style="list-style-type: none"> • Content- must differentiate the content by creating activities for diverse group of students covering different level 	60+60	

	<ul style="list-style-type: none"> • Process – delivery of instruction for auditory, visual, verbal, kinaesthetic learners and advanced learners • Product: After completing a lesson, the student teacher help the students create a product to show content mastery. It may be in the form of reports, projects, tests or any other activity. • Record and submit 	
Total Contact Hours		240
Suggested Evaluation Methods		
Internal Assessment: 60		End Term Examination: 140
➤ Practicum	60	➤ Practicum 140
• Class Participation:	10	Lab record, Viva-Voce, write-up and execution of the practical
• Seminar/Demonstration/Viva-voce/Lab records etc.:	20	
• Mid-Term Exam:	30	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		

Session: 2024-25			
Part A – Introduction			
Name of the Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	III		
Name of the Course	Employability Skills & Constitutional Values		
Course Code	M24-SED-308		
Course Type	Employability Skills/ ESCV		
Level of the course (As per Annexure-I)	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: explain the concept, need & importance of Employability Skills CLO 2: elaborate Entrepreneurial Competencies & Effectiveness: Role of Employability Skills and Education CLO 3: justify the need of integration of Education, Employability Skills & EE in National Curriculum and Policies in Strategic Development Plans CLO 4: reflect on policies, agencies and relating issues w.r.t. Education, Employability Skills & EE CLO 5: describe role of education in enhancing Human Values, Moral Values and Constitutional Values		
Credits	Theory	Course work/ Practical/ Field Engagement	Total
	2	0	2
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 10 questions in all, asking two questions from each unit by taking course learning outcomes (CLOs) into consideration. The examinee will be required to attempt 5 questions, selecting one question from each unit. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Understanding Employability Skills What is Employment? Employability Skills: Concept, Need & Importance Types of Employability Skills Acquiring Employability Skills – offline and online Factors affecting the process of acquiring Employability Skills Employability Skills: Role of Education		6

II	<p>Employability Skills & Entrepreneurship</p> <p>Concept, Functions, Need Advantage and Limitations of Entrepreneurship</p> <p>Factors Influencing Entrepreneurship</p> <p>Theoretical Foundations & Process of Entrepreneurship</p> <p>Barriers in Entrepreneurship</p> <p>Entrepreneurs’ ‘Born’ or ‘Made’: Concept and Types of Entrepreneurs</p> <p>Entrepreneurial Competencies & Effectiveness: Role of Employability Skills and Education</p>	6
III	<p>Education, Employability Skills (ES) and Entrepreneurship</p> <p>Relationship between Education, Employability Skills and Entrepreneurship</p> <p>Meaning, Nature & Scope of Entrepreneurial Education (EE)</p> <p>Needs & Significance of Entrepreneurial Education</p> <p>Role of Education in Developing Entrepreneurial Mindset</p> <p>Integration of Education, Employability Skills & EE in National Curriculum</p> <p>Integration of Education, Employability Skills & EE Policies in Strategic Development Plans</p> <p>Supporting EE in Higher Education: Leadership, Decision Making & Problem Solving</p>	6
IV	<p>National Policy/ Perspective w.r.t. Entrepreneurship</p> <p>Skill Development and Entrepreneurship, 2025</p> <p>Pradhan Mantri Kaushal Vikas Yojana (PMKVY)</p> <p>National Education Policy, 2020</p> <p>Global Perspectives on Entrepreneurship w.r.t. diversity</p> <p>Interdisciplinary Approaches for Entrepreneurship</p> <p>21st Century Skills, Mindfulness, Goal Setting & Self-Development</p> <p>Agencies for acquiring Employability Skills</p> <p>Employability Skills in Digital Era – how to cope with the related issues</p>	6
V	<p>Constitutional values & Education</p> <p>Meaning ,significance & importance of constitutional values</p> <p>Values enshrined in Indian constitution</p>	

	<p>Constitutional Provisions in education</p> <p>Intellectual Property Rights: Meaning and characteristics of IPR</p> <p>Role of education to enhance Human values, moral values and Constitutional Values</p> <p>Contemporary Issues w.r.t. developing values among students</p>	6
	<p>Course work/ Practical/ Field Engagement</p> <ul style="list-style-type: none"> • Exploring and presenting report on any one National Policy/ Perspective w.r.t. Employability Skills/ Entrepreneurship <ul style="list-style-type: none"> Skill Development and Entrepreneurship, 2015 Pradhan Mantri Kaushal Vikas Yojana (PMKVY) National Education Policy, 2020 Agencies for acquiring Employability Skills Global Perspectives on Entrepreneurship Interdisciplinary Approaches for Employability/ Entrepreneurship • Case study of any Institution/ Organization in context of its role in imparting Employability Skills/ Entrepreneurial Education (EE) • Reflecting on Employability Skills, Entrepreneurial Competencies & Effectiveness and Role of Education • Presenting Seminar on related issues • Listing Constitutional Values, Human Values & Moral Values – Elaborating role of Education 	30
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
<p>Recommended Books/e-resources/LMS:</p> <p>Audi, R. (2008). <i>Moral value and human diversity</i>. Oxford University Press.</p> <p>Bauer, C. A., & Bolsinger, H. J. (2017). The Value of Constitutional Values: An Exploratory Study of the Constitutions of India and Bavaria. <i>Tattva Journal of Philosophy</i>, 9(1), 13-30.</p> <p>Bornstein, David & Davis, Susan (2010). <i>Social Entrepreneurship: What Everyone Needs to Know</i>, New York: Oxford University Press.</p> <p>Catherall, Richard & Richardson Mark (2017). <i>Social entrepreneurship in Education</i>, Manchester: British Council.</p> <p>Hisrich, Robert D., Peters, Michael P. and Shepherd, Dean A. (2018). <i>Entrepreneurship</i>, New York: McGraw Hill Education.</p>		

- Inglehart, R. F., Basanez, M., & Moreno, A. (1998). *Human values and beliefs: A cross-cultural sourcebook*. University of Michigan Press.
- Kaur, S. (2025). Moral values in education. *IOSR Journal of Humanities and Social Science*, 20(3), 21-26.
- Lackeus, Martin (2025). *Entrepreneurship in Education, What, why, When & How*, European Commission, LEED (Local Economic and Employment Development), Paris: OECD.
- Neck, Heidi M.; Greene, Patricia G.; Brush, Candida G. (2014). *Teaching Entrepreneurship: A Practice-Based Approach*, Cheltenham: Edward Elgar Publishing Ltd.
- May, C. (2025). *The global political economy of intellectual property rights: The new enclosures*. Routledge.
- National Research Council, Commission on Physical Sciences, Mathematics, Applications, Computer Science, Telecommunications Board, ... & the Emerging Information Infrastructure. (2000). *The digital dilemma: Intellectual property in the information age*. National Academies Press.
- Raj Shankar (2012). *Entrepreneurship Theory & Practice*, Noida: McGraw Hill Education.
- Ram-Prasad, C. (2013). Pluralism and liberalism: reading the Indian Constitution as a philosophical document for constitutional patriotism. *Critical review of International social and Political Philosophy*, 16(5), 676-697.

Session: 2024-25			
Part A – Introduction			
Name of the Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	IV		
Name of the Course	Dissertation		
Course Code	M24-SED-401		
Course Type	Dissertation/ DISS-2		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: conduct research independently CLO 2: explain the process of conduct research meticulously CLO 3: report and present effective the research conducted CLO 4: defend his research work in a logical and empirical manner		
Credits	Theory	Practical	Total
	0	12	12
Teaching Hours per week	12	12	24
Internal Assessment Marks	0	90	90
End Term Exam Marks	0	210	210
Max. Marks	0	300	300
Examination Time	0	-	
Part B- Contents of the Course			
Practicals			Contact Hours
I	<ul style="list-style-type: none"> • Student will complete Research Work (Dissertation) <p>Dissertation Guidelines Every institution, college, or university is entitled to enforce its own regulations and procedures regarding dissertations for postgraduate students. Still, they ought to adhere to the following framework:</p> <ul style="list-style-type: none"> • Clearly communicate the expectations for the dissertation in terms of scope, justification, implications, and importance of originality and contribution to the field and make them identify key theories, methodologies, and gaps in existing research. • Provide a structure outlining the requirements, format, assessment criteria, data collection methods and tools. • Develop a realistic timeline for the dissertation process, including milestones for proposal submission, literature review completion, data collection, analysis, and final submission and a mechanism for regular review of the progress. • Emphasize the importance of ethical research practices and follow them stringently. 		180+180

<ul style="list-style-type: none"> • Share relevant resources and literature based on the latest developments in the field of specialization and ensure that the final draft adheres to general guidelines and quality standards. • Disseminate the outcomes and publish the research findings. 		
Suggested Evaluation Methods		
Internal Assessment: 90		End Term Examination: 210
➤ Practicum	90	➤ Practicum 210
• Seminar/Demonstration/Viva-voce/ Records etc.:	90	Record & write-up relating to Synopsis and viva-voce examination
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		

Session: 2024-25			
Part A – Introduction			
Name of the Programme	M.Ed. Spl. Edu. (V. I.)		
Semester	IV		
Name of the Course	Field engagement/ Internship related to Visual Impairment(As a Teacher Trainer)		
Course Code	M24-SED-402		
Course Type	Field Engagement & Internship/ FEI-2		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: create awareness on disability related aspects to general public using multi media CLO 2: prepare and present the detailed case study of any institution CLO 3:conduct Action Research to improve the practice of Education CLO 4: report research findings and get them published in reputed journals		
Credits	Theory	Practical	Total
	0	8	8
Teaching Hours per week	8	8	16
Internal Assessment Marks	0	60	60
End Term Exam Marks	0	140	140
Max. Marks	0	200	200
Examination Time	0	-	
Part B- Contents of the Course			
Practicals			Contact Hours
I	Awareness creation on disability related aspects to general public using multi media • Identify children with vision problems in Anganvadi (Early childhood education programme) using vision screening checklist. If any child is suspected of having vision problem, discuss the case with the faculty and do appropriate referral service • Visit two teacher training institute (General and Special education institutes) and observe the infrastructural facilities in terms physical, human resources and material resources. Prepare report and submit Prepare community participatory programme (workshops for awareness programmes for public using multimedia/ charts/ street plays etc.) Conduct seminar on ICT Guide and observe B.Ed. trainees in their practice lessons (at least 5 lessons)		60+60

II	<p>Brief description (1) Conduct Action Research to improve the practice of Education.</p> <ul style="list-style-type: none"> • Student trainee to identify a problem in classroom situation and conduct Action research with the steps involved collaborating with the classroom teachers. Find out solution and apply in the classroom/ • Student teacher to conduct Action research to study his/her own teaching style, and method to more effective teaching – learning. • Action research to be conducted with the supervision of the faculty <p>(2)Publication of research outcome</p> <ul style="list-style-type: none"> • The research outcome can be published. • The student teacher to be guided by the supervisor in article writing • Faculty to assist the student teacher in Research proposal writing and research abstract writing • Student learner to study 10 articles in leading journals both general and special education journals and submit a brief report about the journal (aim, sample method and results). Discuss in the classroom about one journal article which impressed the learner • Identify appropriate journals for publication which should be genuine and make a list and submit <p>Work out a critical study of the teachers’ training institute on quality of the teachers’ training institute on quality management, resources, time-table, etc. Prepare a report</p>	60+60
Total Contact Hours		240
Suggested Evaluation Methods		
Internal Assessment: 60		End Term Examination: 140
➤ Practicum	60	➤ Practicum 140
• Class Participation:	10	Lab record, Viva-Voce, write-up and execution of the practical
• Seminar/Demonstration/Viva-voce/Lab records etc.:	20	
• Mid-Term Exam:	30	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		

Kurukshetra University, Kurukshetra

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

(“A++” Grade, NAAC Accredited)



Scheme of Examination for Post Graduate Programme

M. A. Yoga

as per NEP 2020

**Curriculum and Credit Framework for Postgraduate Programme with
Multiple Entry-Exit, Internship and CBCS-LOCF with effect from the
session 2024-25 (in phased manner)**

**DEPARTMENT OF PHYSICAL EDUCATION
FACULTY OF EDUCATION**

**KURUKSHETRA UNIVERSITY, KURUKSHETRA -136119
HARYANA, INDIA**

Programme Learning Outcomes(PLOs) for PG Programmes
as per NEP-2020

PLOs for M.A. Yoga

PLOs	M.A. Yoga
	After the completion of M.A. Yoga the student will be able to:
PLO-1: Knowledge and Understanding	Demonstrate the fundamental and advanced knowledge of the subject and understanding of recent developments and issues, including methods and techniques, related to the Yoga .
PLO-2: General Skills	Acquire the general skills required for performing and accomplishing the tasks as expected to be done by a skilled professional in the fields of Yoga .
PLO-3: Technical/ Professional Skills	Demonstrate the learning of advanced cognitive technical/professional skills required for completing the specialized tasks related to the profession and for conducting and analyzing the relevant research tasks indifferent domains of the Yoga .
PLO-4: Communication Skills	Effectively communicate the attained skills of the Yoga in well-structured and productive manner to the society at large.
PLO-5: Application of Knowledge and Skills	Apply the acquired knowledge and skills to the problems in the subject area, and to identify and analyze the issues where the attained knowledge and skills can be applied by carrying out research investigations to formulate evidence-based solutions to complex and unpredictable problems associated with the field of Yoga or otherwise.
PLO-6: Critical thinking and Research Aptitude	Attain the capability of critical thinking in intra/inter-disciplinary areas of the Yoga enabling to formulate, synthesize, and articulate issues for designing of research proposals, testing hypotheses, and drawing inferences based on the analysis.
PLO-7: Constitutional, Humanistic, Moral Values and Ethics	Know constitutional, humanistic, moral and ethical values, and intellectual property rights to become a scholar/professional with ingrained values in expanding knowledge for the society, and to avoid unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.
PLO-8: Capabilities/qualities and mindset	To exercise personal responsibility for the outputs of own work as well as of group/team and for managing complex and challenging work(s) that requires new/strategic approaches.
PLO-9: Employability and job-ready skills	Attain the knowledge and skills required for increasing employment potential, adapting to the future work and responding to the rapidly changing demands of the employers/industry/society with time.

Kurukshetra University, Kurukshetra

Scheme of Examination for Postgraduate Programme M.A. Yoga as per NEP 2020 Curriculum and Credit Framework for Postgraduate Programmes (CBCS LOCF) with effect from the session 2024-25 (in phased manner) Framework-2 (Scheme-P)

Semester	Course Type	Course Code	Nomenclature of course	Theory (T)/ Practical (P)	Credits		Contact hours per week L: Lecture P: Practical T: Tutorial				Internal Assessment Marks	End Term Examination Marks	Total Marks	Examination hours
					Total	L	T	P	Total					
1	CC-1	M24-YGA-101	Foundation of Yoga	T	4	26	4	0	0	4	30	70	100	3
	CC-2	M24-YGA-102	Anatomical and Physiological Aspect of Yoga	T	4		4	0	0	4	30	70	100	3
	CC-3	M24-YGA-103	Hatha Yoga	T	4		4	0	0	4	30	70	100	3
	CC-4	M24-YGA-104	Research Methodology in Yoga	T	4		4	0	0	4	30	70	100	3
	PC-1	M24-YGA-105	Demonstration of basic Asana	P	4		0	0	8	8	30	70	100	4
	PC-2	M24-YGA-106	Basic Paranayamas and Shudhi Kriya	P	4		0	0	8	8	30	70	100	4
	SEMINAR	M24-YGA-107	SEMINAR	S	2		0	0	0	2	0	50	50	1
2	CC-5	M24-YGA-201	Traditional Yoga	T	4	26	4	0	0	4	30	70	100	3

	CC-6	M24-YGA-202	Heath aspect of Yoga	T	4		4	0	0	4	30	70	100	3
	CC-7	M24-YGA-203	Applied Psychology in Yoga	T	4		4	0	0	4	30	70	100	3
	CC-8	M24-YGA-204	Applied Statistics	T	4		4	0	0	4	30	70	100	3
	PC-3	M24-YGA-205	Demonstration of Asana	P	4		0	0	8	8	30	70	100	4
	PC-4	M24-YGA-206	Paranayamas and Shudhi Kriya	P	4		0	0	8	8	30	70	100	4
	CHM	M24- CHM-201		T	2		2	0	0	2	15	35	50	3
	Internship	M24-INT-200	An internship course of 4 Credits of 4-6 weeks duration during summer vacation after IInd semester is to be completed by every student. Internship can be either for enhancing the employability or for developing the research aptitude.								50	50	100	
3	CC-9	M24-YGA-301	Naturopathy	T	4	26	4	0	0	4	30	70	100	3
	CC-10	M24-YGA-302	Basic Yogic Text Principles of Upanishads and Bhagwat Geeta	T	4		4	0	0	4	30	70	100	3
	DEC-1	M24-YGA-303	Application of Yoga	T	4		4	0	0	4	30	70	100	3
	DEC-2	M24-YGA-304	Kinesiological aspect of Yoga	T	4		4	0	0	4	30	70	100	3
	PC-5	M24-YGA-305	Demonstration of Advance Asana & Paranayamas	P	4		0	0	8	8	30	70	100	4
	PC-6	M24-YGA-306	Shudhi Kriya & Meditation	P	4		0	0	8	8	30	70	100	4
	OEC	M24-OEC-338	Yoga and Health	T	2		2	0	0	2	15	35	50	3

4	CC-11	M24-YGA-401	Patanjali Yoga Sutra	T	4	26	4	0	0	4	30	70	100	3
	CC-12	M24-YGA-402	Food and Nutritional Aspect of Yoga	T	4		4	0	0	4	30	70	100	3
	DEC-3	M24-YGA-403	Therapeutic Yoga	T	4		4	0	0	4	30	70	100	3
	DEC-4	M24-YGA-404	Pedagogical Techniques in Yoga	T	4		4	0	0	4	30	70	100	3
	PC-7	M24-YGA-405	Teaching of Asana	P	4		0	0	8	8	30	70	100	4
	PC-8	M24-YGA-406	Teaching of Paranyamas and Shudhi Kriya	P	4		0	0	8	8	30	70	100	4
	EEC	M24-MEE-406	Practical Aspect of Naturopathy	T	2		2	0	0	2	15	35	50	3

Note: There will be only one group in Practical.

Total Work Load = 34 Hours per week per semester

Kurukshetra University, Kurukshetra

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

(“A++” Grade, NAAC Accredited)



Syllabus of Examination for Post Graduate Programme

M. A. Yoga
as per NEP 2020

**Curriculum and Credit Framework for Postgraduate Programme with
Multiple Entry-Exit, Internship and CBCS-LOCF with effect from the
session 2024-25 (in phased manner)**

**DEPARTMENT OF PHYSICAL EDUCATION
FACULTY OF EDUCATION**

**KURUKSHETRA UNIVERSITY, KURUKSHETRA -136119
HARYANA, INDIA**

Syllabus of Examination for Post Graduate

Programme M. A. Yoga 1st Semester

as per NEP 2020 Curriculum and Credit Framework for Postgraduate Programme with
Multiple Entry-Exit, Internship and CBCS-LOCF With effect from the

Session 2024-25

Core Course – 1

Session: 2024-25			
Part A - Introduction			
Name of Programme	M. A. Yoga		
Semester	1 st Semester		
Name of the Course	Foundation of Yoga		
Course Code	M24-YGA-101		
Course Type	Core Course		
Level of the course	400 - 499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1: Describe the concept of yoga in ancient and modern time, principles and misconceptions of yoga in modern society.</p> <p>CLO 2: Explain different yogic schools like Vedanta Tradition, Patanjali, Hatha Yoga, Swara Yoga and Mantra Yoga.</p> <p>CLO 3: Illustrate yogis such as Sri T. Krishnamacharya, Swami Shivanada Saraswati, Swami Rama of Himalayas, Maharshi Mahesh Yogi, Guru Ghoraksh Nath, Swami Vivekanand etc. and their contribution in the development of yoga.</p> <p>CLO 4: Describe Ashtang yoga, Vedas, Types of Vedas, Upanishads, Prasthanatrayee, Purushartha Chatushtaya and Chakras.</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
<p>Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.</p>			
Unit	Topics		Contact Hours
I	<p>INTRODUCTION AND EVOLUTION OF YOGA:</p> <ul style="list-style-type: none"> • Meaning & Definitions of Yoga according to various schools of thoughts. Aims and Objectives of Yoga • Historical Background and Development of Yoga, • True Nature and Principles of Yoga 		15

	<ul style="list-style-type: none"> Misconceptions about Yoga in Modern Society. General introduction to Shad-darshanas with special emphasis on Samkhya and Yoga Darshana, Yoga in Vedanta, Yoga in Ramayana, Yoga in Mahabharata 	
II	SCHOOLS OF YOGA <ul style="list-style-type: none"> Introduction to Schools (Streams) of Yoga: Yoga Schools with Vedanta Tradition (Jnana, Bhakti, Karma and Dhyana), Yoga Schools with Samkhya-Yoga Tradition (Yoga of Patanjali) and Yoga Schools with Tantric Tradition (Hatha Yoga, Swara Yoga and Mantra Yoga). Elements of Yoga and Yogic practices in Jainism, Buddhism and Sufism. Yoga in Medieval Literature, Bhakti Yoga of Medieval Saints, Yoga in Narada Bhakti Sutras 	15
III	FAMOUS YOGIES <ul style="list-style-type: none"> Brief Biography, their Yoga Paramparas and Yogic contribution of Sri T. Krishnamacharya, Swami Shivanada Saraswati, Swami Rama of Himalayas and Maharshi Mahesh Yogi. Brief Biography and Yogic Traditions of Ramakrishna, Swami Vivekananda, Shri Aurobindo, Maharshi Ramana and Swami Dayanand Saraswati 	15
IV	Ashtang, Vedas, Upanishads and Chakras <ul style="list-style-type: none"> Meaning of Ashtang yoga, Steps of Ashtang yoga and their relevance in modern life. Introduction to Vedas, Types of Vedas: Rigveda, Samaveda, Yajurveda, and Atharvaveda. Yoga in these Vedas. Introduction to Upanishads, Prasthanatrayee and Purushartha Chatushtaya. Meaning of Chakras, Types, Location and Significance of Chakras. 	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<p><i>Aggarwal MM (2010): Six Systems of Indian Philosophy, Chowkhamba Vidya Bhawan, Varanasi.</i> <i>Sharma, J.P. D (2007) manav jivan & yog friends publication, New Delhi</i> <i>Swami Bhuteshananda (2009) Nararad Bhakti, Advaita Ashrama Publication Dept. Kolkata II Edition.</i> <i>Hiriyanna M (2009), Outlines of Indian Philosophy, Motilal Banarsidass, New Delhi.</i> <i>Hiriyanna M (2008), Outlines of Indian Philosophy, Motilal Banarsidass, New Delhi.</i> <i>Parmanik T.N. D(2017) Yogkla, sports publication New Delhi</i> <i>Bhargav, G.M. D (2019) Yoga Education, Sports Publication, New Delhi</i> <i>Pritam Amrita (2007) Yoga Prichya and parampara, Khel Sahitya Kendra, New Delhi</i> <i>Yogender D. (2010) Yoga shiksha khel Shitya Kendra, New Delhi</i> <i>Shukla Atul, D. (2007) Yoga sadna, Khel Shitya Kendra, New Delhi</i> <i>Parmanik, T.N. D(2018) yoga education sports publication, New Delhi.</i></p>		

Syllabus of Examination for Post Graduate

Programme M. A. Yoga 1st Semester

as per NEP 2020 Curriculum and Credit Framework for Postgraduate Programme with
Multiple Entry-Exit, Internship and CBCS-LOCF With effect from the

Session 2024-25

Core Course – 2

Session: 2024-25			
Part A - Introduction			
Name of Programme	M. A. Yoga		
Semester	1 st Semester		
Name of the Course	Anatomical and Physiological Aspect of Yoga		
Course Code	M24-YGA-102		
Course Type	Core Course		
Level of the course	400 - 499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Describe the anatomy, physiology, cell and musculoskeletal systems. CLO 2: Explain basic anatomy, physiology and effect of yoga on digestive and excretory system. CLO 3: Illustrate basic anatomy, physiology and effect of yoga on Cardiovascular and respiratory system. CLO 4: Describe basic anatomy, physiology and effect of yoga Nervous and Endocrine System.		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u> The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Introduction of anatomy, physiology, cell and musculoskeletal systems: <ul style="list-style-type: none"> • Meaning and Definition of Anatomy and Physiology • Structure and functions of Cell and Tissue • Meaning and Types of bones, joints and muscles, • Gross and Microscopic structure of Skelton Muscle, • Mechanism of Muscle contraction, Effect of Yoga Asana on Bones and Muscles 		15
II	Introduction of digestive and excretory system: <ul style="list-style-type: none"> • Basic Anatomy of Digestive system, Gastric secretion, Pancreatic secretion, Gastric motility-digestive peristalsis Gastrointestinal hormones • Mechanism of food absorption, 		15

	<ul style="list-style-type: none"> • Structure and functions of kidney and Nephrons. • Mechanism of urine formations • Effect of Yoga on Digestive and Excretory system 	
III	Introduction of Cardiovascular and respiratory system: <ul style="list-style-type: none"> • Circulatory system- Functional anatomy of the heart, Properties of cardiac muscles, Conducting system of the heart, types of blood circulations. Meaning of Stroke Volume, Heart Rate, Cardiac Output, Blood Pressure, Cardiac Reserve Capacity. • Respiratory system- Anatomy of the Respiratory System, Mechanism of breathing, Ventilation, Regulation of respiration, Transport of gases, • Effect of yoga on Circulatory and Respiratory System. 	15
IV	Introduction of Nervous and Endocrine System <ul style="list-style-type: none"> • Basic anatomy of Nervous system, subdivisions of nervous system and their functions, Structure and properties of neurons, Functions of Sensory and Motor nervous system • Meaning and Types of glands exocrine glands: Pituitary, Thyroid, Parathyroid, Pancreas and Adrenal glands their secretions and functions. • Effect of yoga on nervous and endocrine System. 	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<p>Clarke, D.H. (1975). <i>Exercise Physiology</i>. New Jersey: Prentice Hall Inc., Englewood Cliffs.</p> <p>David, L Costill. (2004). <i>Physiology of Sport and Exercise</i>. Human Kinetics.</p> <p>Fox, E.L., and Mathews, D.K. (1981). <i>The Physiological Basis of Physical Education and Athletics</i>. Philadelphia: Sanders College Publishing.</p> <p>Guyton, A.C. (1976). <i>Textbook of Medical Physiology</i>. Philadelphia: W.B. Sanders co.</p> <p>Richard, W. Bowers. (1989). <i>Sport Physiology</i>. WMC: Brown Publishers.</p> <p>Sandhya Tiwaji. (1999). <i>Exercise Physiology</i>. Sport Publishers.</p> <p>Shaver, L. (1981). <i>Essentials of Exercise Physiology</i>. New Delhi: Subject Publications.</p> <p>Vincent, T. Murche. (2007). <i>Elementary Physiology</i>. Hyderabad: Sport Publication.</p> <p>William, D. Mc Aradle. (1996). <i>Exercise Physiology, Energy, Nutrition and Human Performance</i>. Philadelphia: Lippincott Williams and Wilkins Company.</p> <p>Gupta, A. P. (2010). <i>Anatomy and physiology</i>. Agra: SumitPrakashan.</p> <p>Gupta, M. and Gupta, M. C. (1980). <i>Body and anatomical science</i>. Delhi: Swaran Printing Press.</p> <p>Guyton, A.C. (1996). <i>Textbook of Medical Physiology</i>, 9th edition. Philadelphia: W.B.Saunders.</p> <p>Karpovich, P. V. (n.d.). <i>Philosophy of muscular activity</i>. London: W.B. Saunders Co.</p> <p>Lamb, G. S. (1982). <i>Essentials of exercise physiology</i>. Delhi: Surjeet Publication.</p> <p>Moorthy, A. M. (2014). <i>Anatomy physiology and health education</i>. Karaikudi: Madalayam Publications.</p> <p>Morehouse, L. E. & Miller, J. (1967). <i>Physiology of exercise</i>. St. Louis: The C.V. Mosby Co.</p> <p>Pearce, E. C. (1962). <i>Anatomy and physiology for nurses</i>. London: Faber & Faber Ltd.</p> <p>Sharma, R. D. (1979). <i>Health and physical education</i>, Gupta Prakashan.</p> <p>Singh, S. (1979). <i>Anatomy of physiology and health education</i>. Ropar: Jeet Publications.</p>		

Syllabus of Examination for Post Graduate

Programme M. A. Yoga 1st Semester

as per NEP 2020 Curriculum and Credit Framework for Postgraduate Programme with
Multiple Entry-Exit, Internship and CBCS-LOCF With effect from the

Session 2024-25

Core Course – 3

Session: 2024-25			
Part A - Introduction			
Name of Programme	M. A. Yoga		
Semester	1 st Semester		
Name of the Course	Hatha Yoga		
Course Code	M24-YGA-103		
Course Type	Core Course		
Level of the course	400 - 499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Describe the Aim, objectives, misconceptions, Rules & Regulations of Hatha Yoga CLO 2: Explain Classifications, Benefits, precautions, and contraindications of Asanas CLO 3: Illustrate Meaning, Types, Benefits and contraindications of Pranayama CLO 4: Describe definition, Benefits, precautions and contraindications of Bandha and Mudras.		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u> The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Introduction of Hatha Yog: <ul style="list-style-type: none"> • Meaning and Definition of Hatha Yoga, Hatha Yoga According to various texts: . Siddhasiddhanta paddhati, Hatha Pradeepika, Gheranda Samhita, Hatha Ratnavali and Shiva Samhita. • Aim & objectives of Hatha Yog, Misconceptions about Hatha Yoga. • Prerequisites of Hatha Yoga (dasha yama and dasha niyama), • Concept of Shodhana kriyas in Hatha Yoga, Importance of Shodhana kriyas in health and disease. • Rules & Regulations to be followed by Hatha Yoga Sadhakas. 		15
II	Asanas in Hatha Texts:		15

	<ul style="list-style-type: none"> • Definition, pre requisites and special features of Yoga-asana • Asanas in Hatha Pradeepika, Hatha Ratnavali, Gheranda Samhita. • Classifications of Asanas: As per Utility (Cultural, Meditative & Relative) and As per pre-position (Standing, Sitting, Spine, Prone, Balancing, Forward bending, backward bending, Twisting and Inversion) • Benefits, precautions, and contraindications of different Asanas. 	
III	Pranayama in Hatha Texts: <ul style="list-style-type: none"> • Meaning and Types of Pranayama, Concept of Prana & Ayama, • Pranayama its phases and stages; Prerequisites and Principles of Pranayama in Hatha Yoga Sadhana; • Pranayama in Hatha Pradeepika, Hatha Ratnavali & Gheranda Samhita; • Benefits and contraindications of Pranayama. 	15
IV	Bandha, Mudra and other practices: <ul style="list-style-type: none"> • Meaning, definition and Types of Bandha and Mudras in Hatha Pradeepika, Hatha Ratnavali and Gheranda Samhita; • Benefits, precautions and contraindications of Bandha and Mudras • Definition, benefits and Techniques of Pratyahara, Dharana and Dhyana in Gheranda Samhita; • Concept and benefits of Nada and Nadasandhana in Hatha Pradeepika, Four Avasthas (stages) of Nadasandhana; • Relationship between Hatha Yoga and Raja Yoga; 	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<p><i>Swami Satyananda (1998) hathyog pradipika, munger publications Bihar</i> <i>Pancham Singh, the hathyog pradipika, Dev Publisher</i> <i>Hathyog Pradipika, by swami swatma ram, Kaivalya Dham, Lonavla Pune.</i> <i>Singh, S. (1979). Anatomy of physiology and health education. Ropar: Jeet Publications.</i> <i>Asana Pranayama Mudra Bandha– Swami Satyananda Saraswati, Yoga Publication Trust, Munger, Bihar.</i> <i>Hatha Yoga Pradipika– Swami Muktibodhananda, Yoga Publication Trust, Munger, Bihar.</i> <i>Gheranda Samhita– Swami Nityananda Saraswati, Yoga Publication Trust, Munger, Bihar.</i> <i>Swami Niranjanananda Saraswati: Asana Pranayama Mudra Bandha; Bihar school of yoga publications. Munger, 2001 2. Swami Niranjanananda Saraswati: Dharana Darshan; ; Bihar school of yoga publications. Munger, 2001 BOOKS FOR REFERENCES I. Basavaraddi I. V. & Others : Teachers Manual for School. Teachers, MDNIY, New Delhi, 2010 2. Joshi, K.S. : Yogic Pranayama, Oriental Paperback, New Delhi.</i></p>		

Syllabus of Examination for Post Graduate

Programme M. A. Yoga 1st Semester

as per NEP 2020 Curriculum and Credit Framework for Postgraduate Programme with
Multiple Entry-Exit, Internship and CBCS-LOCF With effect from the

Session 2024-25

Core Course – 4

Session: 2024-25			
Part A - Introduction			
Name of Programme	M. A. Yoga		
Semester	1 st Semester		
Name of the Course	Research Methodology in Yoga		
Course Code	M24-YGA-104		
Course Type	Core Course		
Level of the course	400 - 499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Describe the meaning and types of Research, Explain the concept of Research Problem, limitation, delimitation and Variables, CLO 2: Explain methods of researches : Historical, Philosophical, Survey Studies, Experimental and survey. CLO 3: Illustrate Concept of Sampling, Hypothesis and Survey of Related Literature. CLO 4: Describe the concept of Research Proposal and Research Report in detail.		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Introduction of Research Methodology <ul style="list-style-type: none"> • Meaning and Definition of Research. • Types of Research in Yoga: Analytical, Descriptive, Experimental, Qualitative and Meta Analysis. • Meaning and Definition of Research Problem, Location of research problem, criteria for Selection of Research Problem. • Delimitation and limitations of research problem • Variables: Meaning of Variables, types of variables: Dependent, Independent, Control, Extraneous, Moderator and Predictor 		15

II	Methods of Research in Physical Education <ul style="list-style-type: none"> • Historical Research: Meaning of Historical Research, Sources of Historical Research: Primary Data and Secondary Data, Historical Criticism: Internal Criticism and External Criticism. • Philosophical Research: Meaning of Philosophical Research, Steps in Critical Thinking. • Survey Studies: Meaning of Survey, Tools of Survey Research: Questionnaire and Interview. • Experimental Research – Meaning of Experimental Research, Types of Experimental Design: Single Group Design, Reverse Group Design, Repeated Measure Design, Static Group Comparison Design, Equated Group Design and Factorial Design. • Case Studies: Meaning of Case Studies, steps of case studies. 	15
III	Concept of Sampling, Hypothesis and Survey of Related Literature <ul style="list-style-type: none"> • Meaning of Sample and Population. Types of Sampling: Probability Methods and Non- Probability Methods. • Meaning of Hypothesis, Importance Hypothesis in research, Types of Hypothesis, Type 1 and Type 2 errors in Hypothesis testing. • Meaning of Survey of Related Literature, Need for surveying related literature, Literature Sources – Primary and Secondary, Steps in Literature Search. • Writing of Literature review for thesis and research paper. 	15
IV	Research Proposal and Research Report <ul style="list-style-type: none"> • Research Proposal: Meaning and Significance of Research Proposal, Format of a synopsis. • Research Report: Meaning of Research Report, Chaptalization of Thesis/ Dissertation: Title page, Preliminary documents, Text (introductions and chapters), Back matter (notes, bibliography or references, appendices, glossary). • Method of writing a research paper. Technicalities of writing: Footnote and Bibliography. • Ethical Issues in Research: Areas of Scientific Dishonesty, Ethical Issues regarding Copyright. 	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<i>Best J. W (1971) Research in Education, New Jersey; Prentice Hall, Inc</i> <i>Clarke David. H & Clarke H, Harrison (1984) Research processes in Physical Education, New Jersey; Prentice Hall Inc.</i> <i>Craig Williams and Chris Wragg (2006) Data Analysis and Research for Sport and Exercise Science, London Routledge Press</i> <i>Jerry R Thomas & Jack K Nelson (2000) Research Methods in Physical Activities; Illonosis; Human Kinetics</i> <i>Kamlesh, M. L. (1999) Reserach Methodology in Physical Education and Sports, New Delhi</i> <i>Moses, A. K. (1995) Thesis Writing Format, Chennai; Poompugar Pathippagam</i>		

Rothstain, A (1985) Research Design and Statistics for Physical Education, Englewood Cliffs: Prentice Hall, Inc
Subramanian, R, Thirumalai Kumar S & Arumugam C (2010) Research Methods in Health, Physical Education and Sports, New Delhi; Friends Publication
Moorthy A. M. Research Processes in Physical Education (2010); Friend Publication, New Delhi.
Thomous J R, Nelson J S & Silverman S, (2005) Research Methodology in Physical Activity by Humen Kinetics, 5th Ed.
Kothari C R (2004) Research Methodology Methods and Techniques, new age international (p) limited, publishers, 2nd ed.,

Syllabus of Examination for Post Graduate

Programme M. A. Yoga 1st Semester

as per NEP 2020 Curriculum and Credit Framework for Postgraduate Programme with
Multiple Entry-Exit, Internship and CBCS-LOCF With effect from the

Session 2024-25

Practicum – 1

Session: 2024-25			
Part A - Introduction			
Name of the Programme	M. A. Yoga		
Semester	1 st Semester		
Name of the Course	Demonstration of basic Asana		
Course Code	M24-YGA-105		
Course Type	Practicum Course		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Demonstrate basic standing asanas CLO 2: Demonstrate basic sitting asanas CLO 3: Demonstrate basic Supine and prone Lying asanas CLO 4: Demonstrate Suryamnmaskar		
Credits	Theory	Practical	Total
	0	4	4
Teaching Hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Time	0	4 hours (or as decided by PGBOS)	
Part B- Contents of the Course			
Practical			Contact Hours
Demonstration of Basic Asana: <ul style="list-style-type: none"> • Five Basic Standing Asanas • Five Basic Sitting Asanas • Five Basic Supine Lying Asanas • Five Basic Prone Lying Asanas • Surya Namaskar 			120
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Practicum	30	➤ Practicum	70
• Class Participation:	5	Five Basic Standing Asanas	- 10
• Demonstration of Asanas	10	Five Basic Sitting Asanas	- 10
		Five Basic Supine Lying Asanas	- 10
• Mid-Term Exam:	15	Five Basic Prone Lying Asanas	- 10
		Surya Namaskar	- 10
		Practical File	- 10
		Vivo Voce	- 10

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Practicum – 2

Session: 2024-25			
Part A - Introduction			
Name of the Programme	M. A. Yoga		
Semester	1 st Semester		
Name of the Course	Basic Paranayamas and Shuddhi Kriya		
Course Code	M24-YGA-106		
Course Type	Practicum Course		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Demonstrate basic Paranayama CLO 2: Demonstrate basic Shuddhi Kriya		
Credits	Theory	Practical	Total
	0	4	4
Teaching Hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Time	0	4 hours (or as decided by PGBOS)	
Part B- Contents of the Course			
Practical			Contact Hours
Demonstration of Basic Paranayamas: <ul style="list-style-type: none"> • Anuloma Viloma, • Bhastrika • Bhramari • Sheetli & Sitkari, • Ujjayi • Kapalbhata Demonstration of Basic Shuddhi Kriya: <ul style="list-style-type: none"> • Basti • Neti • Nauli 			120
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Practicum	30	➤ Practicum	70
• Class Participation:	5	Demonstration of Basic Paranayamas: 25 Marks <ul style="list-style-type: none"> • Anuloma Viloma, Bhastrika, Bhramari, Sheetli & Sitkari, Ujjayi and Kapalbhata Demonstration of Basic Shuddhi Kriya: 25 Marks <ul style="list-style-type: none"> • Basti, Neti and Nauli 	
• Demonstration of Asanas	10		
• Mid-Term Exam:	15		

	Practical File	:	10 Marks
	Vivo Voce	:	10 Marks

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Seminar

Session: 2024-25	
Name of the Programme	M.A. in Yoga
Semester	1st Semester
Name of the Course	Teaching of Yoga
Course Code	M24-YGA-107
Course Type: (CC/DEC/PC/Seminar/CHM/OEC/EEC)	Seminar
Level of the course	400-499
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLOs: Develop the skill to teach different aspects of Yoga.
Credits	Seminar
	2
Teaching Hours per week	2
Max. Marks	50
Internal Assessment Marks	0
End Term Exam Marks	50
Examination Time	1 hour
<u>Instructions for Examiner:</u>	
Each Student is required to present 5 Seminars on the different aspects of yoga during the whole semester. Final Seminar will be evaluated two Internal Teachers and the parameters of evaluation will be decided by the staff council.	

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Core Course – 5

Session: 2024-25			
Part A - Introduction			
Name of Programme	M. A. Yoga		
Semester	2nd Semester		
Name of the Course	Traditional Yoga		
Course Code	M24-YGA-201		
Course Type	Core Course 5		
Level of the course	400 - 499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 201.1 enhance the conceptual knowledge of Patanjali Yoga Sutra, Chitt ki Avastsa, Chitt ki Bhoomi, Chitt Varitties and its types.</p> <p>CLO 201.2 enhance the knowledge of different ways to achieve Raj Yoga, disturbance in yogic practices and Sahayak Tatav in Yog Sadna.</p> <p>CLO 201.3 enhance the knowledge about various yogis and their contribution in yoga such as Maharishi Patanjali, Mahatma Buddha, Mahavir Jain and Swami Vivekanand.</p> <p>CLO 201.4 understand the knowledge about different Bhakti & Siddhies like Panchikaran Prakirya, Panchkosh Theory, Navdha Bhakti and Astha Siddhi.</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70

Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	<u>Patanjali Yog Sutra:</u> <ul style="list-style-type: none"> • Yoga: Meaning according to Patanjali Yoga Sutra. • Importance of Patanjali Yog Sutra in Life. • Chiit: Meaning and its avastha (states of chitta) • Chitt Bhumi: Meaning and types. • Chitt Vritties: Meaning and types. 		15
II	<u>Yoga Practices</u> <ul style="list-style-type: none"> • Raj Yog: Meaning and different way to achieve Raj Yog. • Disturbance in Yogic Practices (Badhak Tatva). • Yog Sadhana: Meaning and its Sahayak Tatav acc. To Hath pradipika and patanjali yog sutra. • Solution of Chiit Vritties Nirodhopaya. 		15
III	<u>Maharishi and their contribution</u> <ul style="list-style-type: none"> • Maharishi Patanjali: His contribution in development of Yoga. • Mahatma Budh: His teachings & contribution in Yoga. • Mahavir Jain: His teachings & contribution in Yoga. • Swami Vivekanand: His teaching and contribution in Yoga. 		15
IV	<u>Bhakti & Sidhies</u> <ul style="list-style-type: none"> • Panchikaran Prakriya: Meaning and parts. • Panch Prana and Upaprana. • Panch Kosh Theory: Meaning and types. • Navdha Bhakti: Meaning and types. • Astha Sidhi: Meaning and types. • Techniques of awakening kundalini Shakti. 		15
Total Contact Hours			60
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Theory	30	➤ Theory:	70
• Class Participation:	5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	10		
• Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
<i>Pritam Amrita (2007) Yoga Prichya and parampara, Khel Sahitya Kendra, New Delhi</i>			
<i>Yogender D. (2010) Yoga shiksha khel Shitya Kendra, New Delhi</i>			
<i>Shukla Atul, D. (2007) Yoga sadna, Khel Shitya Kendra, New Delhi</i>			
<i>Parmanik, T.N. D (2018) yoga education sports publication, New Delhi</i>			

Devinder K. Kansal : Test and Measurement in Sports and Physical Education, D.V.S.Publications, Kalkaji, New Delhi –110019.

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Core Course – 6

Session: 2024-25			
Part A - Introduction			
Name of Programme	M. A. Yoga		
Semester	2nd Semester		
Name of the Course	Health Aspect of Yoga		
Course Code	M24-YGA-202		
Course Type	Core Course 6		
Level of the course	400 - 499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 202.1</p> <p>CLO 202.2</p> <p>CLO 202.3</p> <p>CLO 202.4</p>	<p>Develop concept of health, its dimensions, health services, guidance, personal hygiene and diseases in Indian system of Ayurveda.</p> <p>Apply and demonstrate yogic practices i.e. Asanas, Prayanamas, Shatkarmas and Bandha for enhancing health.</p> <p>Understand meaning of mental health and mental disorders i.e. conflict, frustration, depressive disorders, anxiety disorders and their causes and healing through yogic practices.</p> <p>Develop concept of diets including yogic diet for the health promotions.</p>	
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The			

examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	<p><u>Introduction of Health & Yoga</u></p> <ol style="list-style-type: none"> 1. Meaning, Definition and Importance of Health according to Yoga and Ayurveda. 2. Dimensions of Health, Physical, Mental, Social and Spiritual. 3. Concept of Health & Diseases in Indian Systems of Ayurveda. 4. Health Services and Guidance Instruction in Personal Hygiene. 	15
II	<p><u>Role of Yoga in Health Care</u></p> <ol style="list-style-type: none"> 1. Role of Yoga in Preventing Health Care. 2. Asana & Pranayam helps improve the health of mind & body. 3. Body cleaning through Shatkarmas and health benefits 4. Role and effect of Mudra & bandh in health care. 	15
III	<p><u>Yoga & Mental Health</u></p> <ol style="list-style-type: none"> 1. Meaning of Mental Health and Positive Mental Health. 2. Personality integration from the view point of Yoga. 3. Frustration: Meaning, Causes, Effects & Treatment through yoga practice. 4. Anxiety: Meaning, Causes, Effects & Treatment through yoga practice. 	15
IV	<p><u>Yoga & Diet</u></p> <ol style="list-style-type: none"> 1. Diet: Meaning and definition of Yogic diet. 2. Explain different qualities of yogic & Balance diet. 3. Concept of Vegetarian Diet, Useful Effect of Vegetarian Diet. 4. Harmful Effects of Non-Vegetarian Diet. 	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<i>Gore C.S (2011) Yoga & health sports publication New Delhi</i>		
<i>Srivastava A.K. (2010) health and yoga sports publication New Delhi</i>		
<i>Singh Balbir Malik Satish (2018) health education and environmental studies sports publication, New Delhi</i>		
<i>Verma K.K. Swastya Shiksha Parkash Borthers Ludiana</i>		
<i>Kumar Amresh (2008) Paranayam & Health, Khel Shitya Kendra, New Delhi</i>		

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Core Course – 7

Session: 2024-25			
Part A - Introduction			
Name of Programme	M. A. Yoga		
Semester	2nd Semester		
Name of the Course	Applied Psychology in Yoga		
Course Code	M24-YGA-203		
Course Type	Core Course 7		
Level of the course	400 - 499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 203.1 Understand the meaning, scope, nature, branches and methods of psychology with relevance and contribution in teaching learning process of yoga education.</p> <p>CLO 203.2 Enhance the knowledge of laws of learning, learning curves, theories of learning, motivation and motivational theories.</p> <p>CLO 203.3 Understand the meaning definition, structure and theories of personality.</p> <p>CLO 203.4 Understand the meaning, principles, importance and process of Guidance and Counseling in yoga education.</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics		Contact Hours

I	<u>INTRODUCTION OF PSYCHOLOGY</u> 1. Psychology: Meaning, Definition and Importance of Psychology in Yoga. 2. Scope and Branches of Psychology. 3. Contribution of Psychology in Teaching & Learning Process of Yoga Education. 4. Methods of Psychology: Introspection, Survey and Experiment Method.	15
II	<u>LEARNING AND MOTIVATION</u> 1. Learning: Meaning, Definition, Laws of Learning and Learning Curves. 2. Theories of Learning: Thorndike’s Trial and Error, Pavlov’s learning by conditioning. 3. Motivation: Meaning and Definition of Motivation in Yoga. 4. Theories of Motivation: Abraham Maslow’s Self Actualization Theory, Sigmund Freud’s Instinct Theory.	15
III	<u>THEORIES OF PERSONALITY</u> 1. Personality: Meaning, Definition and Structure of Personality. 2. Theories of Personality: Sigmund Freud’s Psycho-Analytical Theory 3. Kretschmer Theory of Personality. 4. Carl Jung theory of Personality.	15
IV	<u>GUIDANCE AND COUNSELLING</u> 1. Guidance: Meaning, Definition and Significance of guidance. 2. Principles of Guidance in Yoga Education. 3. Counseling: Meaning, Definition and Significance of Counseling. Different types of Counseling. 4. Good qualities of Counsellor	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<i>Dr. Arun Kumar Singh, Education Psychology (2015) Bharti Bhawan Publishers & Distributors.</i>		
<i>Dr. Dridge & Hung: Psychological Foundations of Education. Harper and Row Publishers.</i>		
<i>Kamlesh, M. L. Education Sports Psychology, New Delhi, Friends Pub., 2006.</i>		
<i>Jaswant kaur Vir – Psychology of Teaching and Learning (Twenty First Century Publication</i>		

Pardeep Kumar Sahu Patiala. (2008).
Baron, R. A. (2007). Psychology (Fifth edition) New Delhi: Pearson Prentic-Hall of India.
Baron, A. Rober, (2002) "Psychology", Pearson Education Vth Ed.
Cliffor T. Morgan, Richard a. King, John R. Weis and John Schopler (1993), "Introduction to Psychology" – 7th Edition. Tata Mcgraw Hill Book Co. New Delhi.

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Core Course – 8

Session: 2024-25			
Part A - Introduction			
Name of Programme	M. A. Yoga		
Semester	2nd Semester		
Name of the Course	Applied Statistics		
Course Code	M24-YGA-204		
Course Type	Core Course 8		
Level of the course	400 - 499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 204.1 understand the meaning , need and importance of statistics and concept of data and measures of central tendency its merit and limitations.</p> <p>CLO 204.2 understand and demonstrate variability, quartile deviation, percentile & quartile with computation, percentile, rank & its computation.</p> <p>CLO 204.3 apply computation of probability curve, Meaning & type of skewness & kurtosis, Calculation of probability, meaning, types, and computation of correlation.</p> <p>CLO 204.4 understand and apply meaning, advantage and types of graphical representation of data & meaning of two tailed, t-test and Anova testing.</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each			

unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	<p><u>Introduction to Statistics and Measures of Central Tendency</u></p> <ol style="list-style-type: none"> 1. Meaning of Statistics. Need and importance of statistics in Yoga 2. Meaning of Data, Methods of organizing Data through Frequency Distribution. 3. Meaning of the Measures of Central Tendency, Computation Mean, Median and Mode. 4. Merits and limitations of Mean, Median and Mode 	15
II	<p><u>Introduction of Variability</u></p> <ol style="list-style-type: none"> 1. Meaning of measures of variability: Range, Quartile Deviation, Average Deviation and Standard Deviation. 2. Computation of Range, Quartile Deviation, Average Deviation and Standard Deviation. 3. Meaning of term Percentile and Quartiles Deviation. Computation of Percentile and Quartiles Deviation 4. Meaning of term Percentile Rank and Computation of Percentile Rank. 	15
III	<p><u>Introduction to Normal Probability Curve and Correlation</u></p> <ol style="list-style-type: none"> 1. Meaning of Normal Probability Curve and Properties of Normal Curve. 2. Meaning and types of Skewness and kurtosis. Sigma Scores and T – Scores. 3. Meaning and Types of Linear Correlation. Computation of Correlation Coefficient with Product Movement and Rank Difference Method. 	15
IV	<p><u>Graphical representation of data and testing of Hypothesis</u></p> <ol style="list-style-type: none"> 1. Meaning and advantage of Graphical Representation of Data. 2. Types of Bar Diagrams, Method of preparing Histogram, Frequency Polygon, Cumulative-Frequency Graph, Bar-Diagram and Pie Diagram. 3. Meaning of two – tailed and one tailed test of significance, 4. Computing significance of difference between two means with t – Test (independent samples) and One way ANOVA Test. 	15

		Total Contact Hours		60
Suggested Evaluation Methods				
Internal Assessment: 30			End Term Examination: 70	
➤ Theory		30	➤ Theory: 70	
• Class Participation:		5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:		10		
• Mid-Term Exam:		15		
Part C-Learning Resources				
Recommended Books/e-resources/LMS:				
<p><i>Clarke.HH.The Application of Measurement in Health and Physical Education,1992. Clarke,David H.and Clake H.Hares N. Research Process in Health Education Physical Education and Recreation . Englewood Cliffs, New Jersey, Prentice Hall, Inc.1986. Shaw. Dhananjoy. Fundamental statistics in Physical Education & Sports sciences, sports publication,2007.</i></p> <p><i>Margaret J. Safrit : Introduction to Measurement in Physical Education and Exercise Science, Time Mirror/ Mosy, College Publishing St. Louis. Toronte Bosion (2Nd. Edition-1998.</i></p> <p><i>Morey E. Garrett : Statistics in Psychology and Educated, David Meka Company Inc.</i></p> <p><i>Devinder K. Kansal : Test and Measurement in Sports and Physical Education, D.V.S.Publications, Kalkaji, New Delhi –110019.</i></p>				

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Practicum – 3

Session: 2024-25			
Part A - Introduction			
Name of the Programme	M. A. Yoga		
Semester	2 nd Semester		
Name of the Course	Demonstration of Asana		
Course Code	M24-YGA-205		
Course Type	Practicum Course 3		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Demonstrate basic standing asanas CLO 2: Demonstrate basic sitting asanas CLO 3: Demonstrate basic Supine and prone Lying asanas CLO 4: Demonstrate Suryamnmaskar		
Credits	Theory	Practical	Total
	0	4	4
Teaching Hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Time	0	4 hours (or as decided by PGBOS)	
Part B- Contents of the Course			
Practical			Contact Hours
Demonstration of Advance Asana: <ul style="list-style-type: none"> • Five Standing Asanas : Garudasan, Utkatasan, Natrajasan, Virbhadrasan, Konasan • Five Sitting Asanas : Paschimotanasan, Padmasan, Shashankasan, Gomukhasan, Ardhmatsayandrasan. • Five Basic Supine Lying Asanas : Sarvangasan, Halasan, Setubandhasan, chakras an,Pawan mukt asan. • Five Basic Prone Lying Asanas : Sarpasan, Shalabh Asan, Dhanurasan, Puranbhujang asan. • Surya Namaskar 			120
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Practicum	30	➤ Practicum	70
• Class Participation:	5	Five Basic Standing Asanas	- 10
• Demonstration of Asanas	10	Five Basic Sitting Asanas	- 10
• Mid-Term Exam:	15	Five Basic Supine Lying Asanas	- 10
		Five Basic Prone Lying Asanas	- 10
		Surya Namaskar	- 10
		Practical File	- 10
		Vivo Voce	- 10

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Practicum – 4

Session: 2024-25			
Part A - Introduction			
Name of the Programme	M. A. Yoga		
Semester	2nd Semester		
Name of the Course	Paranayamas and Shudhi Kriya		
Course Code	M24-YGA-206		
Course Type	Practicum Course 4		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Demonstrate basic Paranayama CLO 2: Demonstrate basic Shudhi Kriya CLO 3: To teach different aspects of basic paranayama. CLO 4: To teach different aspects of Shudhi Kriyas.		
Credits	Theory	Practical	Total
	0	4	4
Teaching Hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Time	0	4 hours (or as decided by PGBOS)	
Part B- Contents of the Course			
Practical			Contact Hours
Demonstration of Paranayamas: <ul style="list-style-type: none"> • Anulom Vilom • Suryabhedan • Chandrabhedan • Bhastrika • Bhramari Demonstration of Shuddhi Kriya: <ul style="list-style-type: none"> • Dhauti- Vaman Kunjal Agnisar • Nauli • Neti- Rubber Neti 			120
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Practicum	30	➤ Practicum	70
• Class Participation:	5	Demonstration of Basic Paranayamas: 25 Marks • Anuloma Viloma, Bhastrika, Bhramari , Sheetli & Sitkari, Ujjayi ans Kapalbhathi Demonstration of Basic Shuddhi Kriya: 25 Marks	
• Demonstration of Asanas	10		
• Mid-Term Exam:	15		

		<ul style="list-style-type: none">• Basti, Neti and Nauli Practical File : 10 Marks Vivo Voce : 10 Marks
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Session: 2024-25			
Part A - Introduction			
Name of the Programme	Common to all PG Programmes		
Semester	2 nd		
Name of the Course	Constitutional, Human and Moral Values, and IPR		
Course Code	M24-CHM-201		
CourseType	CHM		
Level of the course	400-499		
Pre-requisite for the course (ifany)	-		
CourseLearningOutcomes (CLO) After completing this course, the learner will be able to:	<p>CLO-1: Learn the different Constitutional Values, Fundamental rights and duties enshrined in the India Constitution.</p> <p>CLO-2: Understand humanism, human virtues and values, and ide of International peace.</p> <p>CLO-3: Grasp the basic conceptsof Moral Values and Professional Conduct which are required to become a part of the civil society and for developing professionalism.</p> <p>CLO-4:Understand concepts of Intellectual Property Rights, Copyright, Patent, Trademark etc., andabout threats of Plagiarism.</p>		
Credits	Theory	Credits	Theory
	2	0	2
Teaching Hours per week	2	0	2
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	3 hours		
Part B- Contents of the Course			
<p>Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unitand the compulsory question. All questions will carry equal marks.</p>			
Unit	Topics		Contact Hours
I	<p>Constitutional Values: Historical Perspective of Indian Constitution; Basic Values enshrined in the Preamble of the Indian Constitution; Concept of Constitutional Morality; Patriotic Values and Ingredients Nation Building; Fundamental Rights and Duties ; Directive Principles of the State Policy.</p>		08

II	Humanistic Values: Humanism, Human Virtues and Civic Sense; Social Responsibilities of Human Beings; Ethical ways to deal with human aspirations; Harmony with society and nature; Idea of International Peace and Brotherhood (VasudhaivKutumbkam).	07
III	Moral Values and Professional Conduct Understanding Morality and Moral Values; Moral Education and Character Building; Ethics of Relations: Personal, Social and Professional; Introduction to Gender Sensitization; Affirmative approach towards Weaker Sections (SCs, STs, OBCs, EWS& DAs); Ethical Conduct in Higher Education Institutions; Professional Ethics.	08
IV	Intellectual Property Rights: Meaning, Origins and Nature of Intellectual Property Rights (IPRs); Different Kinds of IPRs – Copyright, Patent, Trademark, Trade Secret/Dress, Design, Traditional Knowledge; Infringement and Offences of IPRs – Remedies and Penalties; Basics of Plagiarism policy of UGC.	07
Note: Scope of the syllabus shall be restricted to generic and introductory level of mentioned topics.		
Total Contact Hours		30
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
Ahuja, V K. (2017). <i>Law relating to Intellectual Property Rights</i> , India, IN: Lexis Nexis.		
Bajpai, B. L., <i>Indian Ethos and Modern Management</i> , New Royal Book Co., Lucknow, 2004.		
Basu, D.D., <i>Introduction to the Constitution of India</i> (Students Edition) Prentice Hall of India Pvt. Ltd., New Delhi, 20th ed., 2008.		
Dhar, P.L. & R.R. Gaur, <i>Science and Humanism</i> , Commonwealth Publishers, New Delhi, 1990.		
George, Sussan, <i>How the Other Half Dies</i> , Penguin Press, 1976.		
Govindarajan, M., S. Natarajan, V.S. Sendilkumar (eds.), <i>Engineering Ethics (Including Human Values)</i> , Prentice Hall of India Private Ltd, New Delhi, 2004.		
Harries, Charles E., Michael S. Pritchard & Michael J. Robins, <i>Engineering Ethics</i> , Thompson Asia, New Delhi, 2003.		
Illich, Ivan, <i>Energy & Equity</i> , Trinity Press, Worcester, 1974.		
Meadows, Donella H., Dennis L. Meadows, Jorgen Randers & William W. Behrens, <i>Limits to Growth: Club of Rome's Report</i> , Universe Books, 1972.		
Myneni, S.R, <i>Law of Intellectual Property</i> , Asian Law House.		
Narayanan, P, <i>IPRs</i> .		
Neeraj, P., &Khusdeep, D. (2014). <i>Intellectual Property Rights</i> , India, IN: PHI learning Private Limited.		
Nithyananda, K V. (2019). <i>Intellectual Property Rights: Protectionand Management</i> . India, IN: Cengage Learning India PrivateLimited.		

Palekar, Subhas, *How to practice Natural Farming*, Pracheen (Vaidik) KrishiTantraShodh, Amravati, 2000.

Phaneesh, K.R., *Constitution of India and Professional Ethics*, New Delhi.

Pylee, M.V., *An Introduction to Constitution of India*, Vikas Publishing, New Delhi, 2002.

Raman, B.S., *Constitution of India*, New Delhi, 2002.

Reddy, B., *Intellectual Property Rights and the Law*, Gogia Law Agency.

Reddy, N.H., SantoshAjmera, *Ethics, Integrity and Aptitude*, McGraw Hill, New Delhi.

Sharma, Brij Kishore, *Introduction to the Constitution of India*, New Delhi,

Schumacher, E.F., *Small is Beautiful: A Study of Economics as if People Mattered*, Blond & Briggs, Britain, 1973.

Singles, Shubham et. al., *Constitution of India and Professional Ethics*, Cengage Learning India Pvt. Ltd., Latest Edition, New Delhi, 2018.

Tripathy, A.N., *Human Values*, New Age International Publishers, New Delhi, 2003.

Wadehra, B.L., *Law relating to Intellectual Property*, Universal Law Publishing Co.

Relevant Websites, Movies and Documentaries:

Value Education Websites, <http://uhv.ac.in>, <http://www.uptu.ac.in>.

Story of Stuff, <http://www.storyofstuff.com>

Cell for IPR Promotion and Management: <http://cipam.gov.in/>.

World Intellectual Property Organization: <https://www.wipo.int/about-ip/en/>

Office of the Controller General of Patents, Designs & Trademarks: <http://www.ipindia.nic.in/>

Al Gore, *An Inconvenient Truth*, Paramount Classics, USA.

Charlie Chaplin, *Modern Times*, United Artists, USA.

Modern Technology – The Untold Story, IIT, Delhi.

A. Gandhi, *Right Here Right Now*, Cyclewala Productions.

SEMESTER-III

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Core Course – 9

Session: 2024-25			
Part A - Introduction			
Name of Programme	M. A. Yoga		
Semester	3rd Semester		
Name of the Course	Naturopathy		
Course Code	M24-YGA-301		
Course Type	Core Course 9		
Level of the course	500 - 599		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to	<p>CLO301.1 Understand the meaning and definition, principles of Naturopathy and Swasthya Vritam and relations between Naturopathy and Allopathy.</p> <p>CLO301.2 Understand the meaning, principles and benefits of Hydrotherapy in treating different ailments.</p> <p>CLO301.3 Understand the meaning, classification and uses of Mudtherapy.</p> <p>CLO301.4 Understand the meaning and classification of diet and fasting, difference between Starvation, hunger and appetite.</p>		
Credits	4	0	4
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
<p>Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.</p>			

Unit	Topics	Contact Hours
I	<p><u>INTRODUCTION TO NATUROPATHY</u></p> <ol style="list-style-type: none"> 1. Meaning & Definitions & Scope of Naturopathy. 2. Swasthya Vritam: Dinacharya, Ratricharya, Ritucharya, Vegadharana. 3. Physical, Mental, Spiritual Health Improved through Naturopathy. 4. Relationship between Naturopathy and Yoga. 	15
ii	<p><u>HYDROTHERAPY</u></p> <ol style="list-style-type: none"> 1. Hydrotherapy: Meaning, Definition and its Benefits. 2. Physical effects of Hydrotherapy. 3. Concept of Ushapan and its benefits. • Classification of Temperature, Effects of Different Water Temperature on the body. 	15
III	<p><u>MUDTHERAPY</u></p> <ol style="list-style-type: none"> 1. Mudtherapy: Meaning and its uses. 2. Mud Bath, Different Bandages of Mud, their uses and application. 3. Soil: Meaning, Types, Characteristics and their effects of our body. 4. Watertheraphy :natural bathing , steam bathing & Spine bathing and teir uses in naturopathy 	15
IV	<p><u>FASTING AND DIETETICS</u></p> <ol style="list-style-type: none"> 1. Fasting: Meaning, definition & Importance. 2. Difference types of fasting and effects of human body. 3. Diet According to Naturopathy and its types. 4. Fasting: Precautions before, during and after. 	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<i>History & Philosophy of Naturopathy – Dr. S. J. Singh</i>		
<i>Philosophy of Nature Cure – Dr. Henri Lindlhai.</i>		
<i>Rational Hydrotherapy: A Manual of the Physiological and Therapeutic Effects of Hydriatic Procedures, and the Technique of their Application in the Treatment of Disease Hardcover – 9 Sep. 2004 by John Harvey Kellogg (Author), Publisher: TEACH Services, Inc. (9 September 2004), ISBN-13: 978-1572582095</i>		
<i>Mud Therapy: Healing Through One of the Five Elements Paperback – 13 Sep 2013 by Ashish Indani (Author), Publisher: B Jain Publishers Pvt. Ltd. (13 September 2013), ISBN-13:978-8131908457. Rational Fasting (Ehret’s Health Literature) Mass Market Paperback – Import, Jun 1971</i>		

by Arnold Ehret (Author), Publisher: Benedict Lust Publications (1 June 1971), ISBN-13:978.

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Core Course – 10

Session: 2024-25			
Part A - Introduction			
Name of Programme	M. A. Yoga		
Semester	3rd Semester		
Name of the Course	Basic Yogic Text Principles of Upanishads and Bhagwat Gita		
Course Code	M24-YGA-302		
Course Type	Core Course 10		
Level of the course	500 - 599		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO302.1 Enhance the knowledge of different Upanishads, Prashan Upanishads, Mundaka Upanishads and greatness of Barma Vidhya.</p> <p>CLO302.2 Enhance concept of Vidhya and Avidhya, Brahman, inwelling powers, realization of the truth and Sates of consciousness.</p> <p>CLO302.3 Enhance knowledge about introduction, history, importance in modern time and nature of Dharma of Bhagwadgita.</p> <p>CLO302.4 Understand the concept of Sankha, Gyan yoga, Karma and Bhakti Yoga with characteristics of yogi.</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	<p align="center"><u>INTRODUCTION OF UPANISHADS</u></p> <ol style="list-style-type: none"> 1. Katha Upanishad: Definition of Yoga; Nature of soul; Importance of Self Realization. 2. Yoga Kundalyopanishad:-: Pranayama's distinction and measures of pranayamas Siddhi,Brahm - measures of attainment. 3. Yoga Chudamanyopanishad -:A description of 6 organs of yoga and its results. 4. Yoga Tattvopanishad -:Hatha Yoga and Raja Yoga, Mantra Yoga, Laya Yoga, Diet and Routine, Early Signs and Precautions of Yoga-siddhi.10 4. Taittiriyanopanishad : concept of panchkosha , Shiksha Valli, Anand Valli and Bhriyu Valli. 	15
II	<p align="center"><u>MASSAGES OF UPANISHADS</u></p> <ol style="list-style-type: none"> 1. Ishavasyopanishad: Concept of Karmanishta; Concept of Vidya and Avidya; Knowledg of Brahman; Atma Bhava. 2. Dhyan bindu upanishad : Importance of dhyan yog, pranav meditation method , Shadanga yoga 3. Kena Upanishad: Intutive relalization of the truth, Truth transcendental; Moral of Yaksha Upakhyana; 4. Mandukya: Four States of Consciousness and its relation to syllables in Omkara. 	15
III	<p align="center"><u>BHAGWAT GITA</u></p> <ol style="list-style-type: none"> 1. General Introduction & Defination of BhagwadGita. 2. Nature of Purush(Self); Prakriti and its three modes; Time (Kala) andits Influence; Dhyana Yoga;. Science and ne-Science (Vidya and Avidya). 3. Purpose and Importance of Yoga in Modern Time. 4. Nature of Dharma (Dharma Ka Swaroop): 2.31, 2.33, 2.39, 2.40, 3.35, 4.30, 9.31, 18.47 and 18.66 	15
IV	<p align="center"><u>TYPES OF YOGA IN BHAGWADGITA</u></p> <ol style="list-style-type: none"> 1. Sankhya and Gyan Yoga (Chapter-2: Shloka 12-72) and (Chapter-13: Shloka 07-34). 2. Karnyogi as an Ideal Person of Gita; Divine and Demoniatic Qualities(Aasuri-sampad and daivi-sampad); Concept of Karma, Akarma and Vikrama; Concept of Swadharma 	15

	3. Bhakti Yoga and its practices; Six qualities of God & realization of the Supreme Person(God); Relevance of Bhakti in modern times; Enlightenment (Liberation) as the Ultimate goal of Man’s Life. 4. Concentration Method; Concept of yoga karmsu kaushalam; Concept of samtvam yoga uchayte; Concept of trividh tapa.	
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<i>Message of Upanishad, Bharatiya Vidya Bhawan, (1993)</i>		
<i>Prasad, Ramanuj, (2003), “Know the Upanishads”, V & S Publication, New Delhi, ISBN-9381384754.</i>		
<i>Gambhirananda, Swami, (1957), Eight Upanishads with the commentary of Shankaracharya- Vol. 1 and Vol. 2”, Advaita Ashrama, University of Virginia.</i>		
<i>Radhakrishnan, Sarvepalli, (1974), “The Principal Upanishads”, Allen & Unwin Publications, ISBN-8172231245.</i>		
<i>Ghosh Aurobindo, (1995), “Essays on Gita”, Shri Aurobindo Ashrama Press, Pondicherry. Ranganathananda Swami, (2000), “Universal Message of Bhagawad Gita” Vol- 1 & 2, Advaita Ashrama, ISBN-8175052139.</i>		
<i>Shastri, A. Mahadeva, (1901), “Shrimad Bhagawad Gita with Shankara Bhashya”, Literary Licensing LLC, ISBN-1498160336.</i>		
<i>Easwaran, Eknath, “Bhagawad Gita”, Nilgiri Press, Canada, ISBN-978-1-58638-019-9</i>		

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DEC – 1

Session: 2024-25			
Part A - Introduction			
Name of Programme	M. A. Yoga		
Semester	3rd Semester		
Name of the Course	Application of Yoga		
Course Code	M24-YGA-303		
Course Type	DEC-1		
Level of the course	500 - 599		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 303.1 Enhance knowledge about meaning, aim and objective of yoga education, and its relationship with yoga and education, its factors and significance, Guru Shishya Parmpara and role of yoga in development of Human society.</p> <p>CLO 303.2 Understand the meaning, types and development of values, value oriented education, yoga teacher and silent features of ideal yoga teacher.</p> <p>CLO 303.3 Enhance the knowledge of Astang yoga and personality development, different yog modules, concept of intelligence according to yoga.</p> <p>CLO 303.4 Gain information about concept of stress, stress management techniques through yogic practices.</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each			

unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	<p><u>YOGA IN EDUCATION</u></p> <ol style="list-style-type: none"> 1. Meaning, Definitions, Aim and Objectives of Yoga Education. 2. Relationship between Yoga and Education. 3. Guru-Shishya Prampra in Yoga Education. 4. Role of Yoga in Development of Human Society 	15
II	<p><u>VALUE EDUCATION</u></p> <ol style="list-style-type: none"> 1. Meaning, Definitions and Types of Values. 2. Value Oriented Education and Modes of Living. 3. Contribution of Yoga towards development of values. 4. Role of Yoga Teacher in Value Oriented Education. 	15
III	<p><u>MEMORY AND CONCENTRATION</u></p> <ol style="list-style-type: none"> 1. Memory and Concentration: Short-term and Long-term Memory. 2. Stages of Memory, Foundation and Maintenance of Memory. 3. Different Yoga Modules to improve memories and concentration. 4. Spiritual Level: Concept of yoga for spiritual growth. 	15
IV	<p><u>YOGA FOR STESS MANAGEMENT</u></p> <ol style="list-style-type: none"> 1. Stress: Meaning, Definition & causes of Stress Management. 2. Types of Stress Management and its impact on our body. 3. Stress Management through different yogic techniques. 4. Impact of Yogic Life Style on Stress Management. 	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<i>Arun Kumar Singh, Education Psychology (2015) Bharti Bhawan Publishers & Distributors.</i>		
<i>Baron, R.A (2007). Psychology (Fifth edition) New Delhi: Pearson Prentice-Hall of India.</i>		
<i>Baron, A. Rober, (2002) "Psychology", Pearson Education Vth Ed.</i>		
<i>Yog Prichya and Prampra – Dr. Praveen Kumar & Dr. Amrita Pritam.</i>		
<i>Ahuja, R (2000) Value oriented education in India. In Modi, R. (Ed.), Human values and social change, Jaipur: Rawat Publications.</i>		

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DEC – 2

Session: 2024-25			
Part A - Introduction			
Name of Programme	M. A. Yoga		
Semester	3 rd Semester		
Name of the Course	Kinesiological Aspect of Yoga		
Course Code	M24-YGA-304		
Course Type	DEC-2		
Level of the course	500 - 599		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 304.1 Enhance the knowledge of Kinesiology its scope, axis and planes, their types, terminology of body position and body movements.</p> <p>CLO 304.2 Understand the meaning, functional classification, origin, insertion and action of various groups of muscles.</p> <p>CLO 304.3 Enhance the knowledge of origin, insertion and action of shoulder joint and elbow joint.</p> <p>CLO 304.4 Enhance the knowledge of movement, origin, insertion and action of hip and knee joint.</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
<p>Part B- Contents of the Course</p>			

Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	<p><u>INTRODUCTION OF KINESIOLOGY AND BODY MOVEMENTS</u></p> <ol style="list-style-type: none"> 1. Kinesiology: Meaning, significance and scope in Yoga. 2. Medical Terminology of Body Position. 3. Axis and planes: meaning and Types. 4. Terminologies of different Body movements. 	15
II	<p><u>MUSCLES OF VARIOUS REGIONS</u></p> <ol style="list-style-type: none"> 1. Skeletal Muscle : Gross Structure, meaning of muscle origin & Insetion 2. Origin, Insertion and Actions of Muscles in different asanas: Latissimus Dorsi, Trapezius 3. Rhomboid Major, Rhomboid Minor, Rectus Abdominal, Gluteus Maximus, 4. Gluteus Medius, Gluteus Minimus and Sternocleidomastoid muscle. 	15
III	<p><u>JOINTS OF UPPER EXTREMITY</u></p> <ol style="list-style-type: none"> 1. Shoulder Joint – Structure, Ligaments, Muscle Reinforcement and Movements. 2. Elbow Joint – Structure, Ligaments, Muscle Reinforcement and Movements. Origin, Insertion and Actions of Muscles in different asanas: Deltoid, Biceps, Triceps and Pactoralis Major. 	15
IV	<p><u>JOINTS OF LOWER EXTREMITY</u></p> <ol style="list-style-type: none"> 1. Hip Joint – Structure, Ligaments, Muscle reinforcement and Movements. 2. Knee Joint - Structure, Ligaments, Muscle reinforcement and Movements. 3. Origin, Insertion and Action of Muscles in different asanas: Hamstrings group of Muscles, Quadriceps group of Muscles, Sartorius Muscle, and Gastrocnemius Muscle. 	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination

• Seminar/presentation/assignment/quiz/class test etc.:	10
• Mid-Term Exam:	15

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Gowitzke, B.A and Milner, M (1988). Scientific Basis of Human Movement (3rd. ed.) Baltimore: Williams and Wilkins.

Groves, R and Camaine, D. (1983). Concepts in Kinesiology. (2nd.ed) Philadelphia: Saunders College Publishing.

Hay, J. & Reid, J (1982). The Anatomical and Mechanical Basis of Human Motion. Englewood Cliffs: Prentice – Hall

Luttegens, Kathryn, Deutsch, Helga, Hamilton, Nancy. Kinesiology- Scientific Basis of Human Motion. 8th. Ed., Brown & Bench mark.

Rasch, P. (1989) Kinesiology and Applied Anatomy. Philadelphia: Lea & Febiger.

Thompson, C. (1985). Manual of Structural Kinesiology. (10th. ed.) St. Louis: Times Mirror/ Mosby College Publishing.

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Practicum – 5

Session: 2024-25			
Part A - Introduction			
Name of the Programme	M. A. Yoga		
Semester	3 rd Semester		
Name of the Course	Demonstration of Advance Asana & Pranayamas		
Course Code	M24-YGA-305		
Course Type	Practicum Course - 5		
Level of the course	500 - 599		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Demonstrate Advance standing asanas CLO 2: Demonstrate Advance sitting asanas CLO 3: Demonstrate Advance Supine and prone Lying asanas CLO 4: Demonstrate Pragy Yog & All Pranayamas		
Credits	Theory	Practical	Total
	0	4	4
Teaching Hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Time	0	4 hours (or as decided by PGBOS)	
Part B- Contents of the Course			
Practical			Contact Hours
Demonstration of Advance Asana: <ul style="list-style-type: none"> • Five Advance Standing Asanas: Vatayanasan, Chakrasan, Natrajasan, Garud asan, Ardh Badh padmotanasan. • Five Advance Sitting Asanas: Bakasan, Akarnadhanuasan, Badhpadmasan, Shirshasan, Vihangasan. • Five Advance Supine Lying Asanas: Halasan, Setubandhsarvangasan, Padamsarvangasan, Chakrasan, Matasyasan. • Five Advance Prone Lying Asanas: Purnabhujangasan, Purnadhanurasan, Purnashalabhasan, Vrishchikasan. • Pragy Yog. Demonstration of All types of Pranayamas			120
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Practicum	30	➤ Practicum	70
• Class Participation:	5	Advance Asanas & Pranayamas	- 40
• Demonstration of Asanas	10	Pragy Yog	- 10
• Mid-Term Exam:	15	Practical File	- 10
		Vivo Voce	- 10

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Practicum – 6

Session: 2024-25			
Part A - Introduction			
Name of the Programme	M. A. Yoga		
Semester	3 rd Semester		
Name of the Course	Shudhi Kriya & Meditation		
Course Code	M24-YGA-306		
Course Type	Practicum Course 6		
Level of the course	500 - 599		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Demonstrate basic Shudhi Kriya CLO 2: Demonstrate Meditation CLO 3: To teach different aspects of Shudhi Kriya. CLO 4: To teach different types of meditative yoga practices.		
Credits	Theory	Practical	Total
	0	4	4
Teaching Hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Time	0	4 hours (or as decided by PGBOS)	
Part B- Contents of the Course			
Practical			Contact Hours
Demonstration of Basic Shuddhi Kriya: <ul style="list-style-type: none"> • All types of Dhauti • All types of Kapalbhathi • All types of Nauli Demonstration of Meditation <ul style="list-style-type: none"> • Different techniques of Meditation 			120
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Practicum	30	➤ Practicum	70
• Class Participation:	5	Demonstration of Meditation : 25 Marks <ul style="list-style-type: none"> • Different techniques of Meditation Demonstration of Basic Shuddhi Kriya: 25 Marks <ul style="list-style-type: none"> • All types of Dhauti • All types of Kapalbhathi • All types of Nauli Practical File : 10 Marks Vivo Voce : 10 Marks	
• Demonstration of Asanas	10		
• Mid-Term Exam:	15		

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OEC

Session: 2024-25			
Part A - Introduction			
Name of Programme	M. A. Yoga		
Semester	3 rd Semester		
Name of the Course	Yoga and health		
Course Code	M24-OEC-338		
Course Type	OEC		
Level of the course	500-599		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to	<p>CLO 338.1 Enhance the concept of health, yogic diet, Asana and Pranayama in process of health promotions.</p> <p>CLO 338.2 Apply and demonstrate different yogic practices in treatment of different health problems i.e. Stress, Hypertension, Diabetes and Obesity.</p>		
Credits	Theory	Practical	Total
	2	0	2
Teaching Hours per week	2	0	2
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	3 hours		
Part B- Contents of the Course			
<p>The examiner will set 5 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist of 5 short answer type questions, which will cover the entire syllabus and will carry 1 mark for each question). The examinee will be required to attempt 3 questions, selecting one question from each unit and the compulsory question.</p>			
Unit	Topics		Contact Hours
I	<p><u>Unit – I INTRODUCTION OF HEALTH & YOGIC PRACTICES.</u></p> <ol style="list-style-type: none"> 1. Meaning, Definition and Concept of Health 2. Yogic diet and health. 3. Cultural, Relaxative and Meditative asanas and health: Paschimottan Hal ,Bujang, Shalabh, Vipritkarni, Sarvang, Trikon, Shirsh, Ushtra, Suptavajra, Savasna & Makrasna, Padam, Vajra, 		15

	Sihasma, Singhasna. 4. Pranayama and health: Suryabhedan,Ujjai, Sheetali, Sheetkari, Bhramari & Bhastrika.	
ii	Unit – II HEALTH PROBLEMS & TREATMENT THROUGH YOGA. 1. Shudhikriyas and health: Neti, Dhoti, Basti, Neoli, Tratak & Kapalbhathi. 2. Stress management through Yogic practiseses 3. Hypertension & Obesity: Meaning, causes and yogic treatment. 4. Diabetes: Meaning,types, causes and yogic treatment	15
Total Contact Hours		30
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	5	
• Mid-Term Exam:	5	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<i>George Feuerstein, (1975). Text Book of Yoga. London: Motilal Bansaridass Publishers (P) Ltd.</i>		
<i>Gore, (1990), Anatomy and Physiology of Yogac Practices. Lonavata: Kanchan Prkashan. Helen Purperhart (2004), The Yoga Adventure for Children. Netherlands: A Hunter House book.</i>		
<i>Iyengar, B.K.S. (2000), Light on Yoga. New Delhi: Harper Collins Publishers.</i>		
<i>Karbelkar N.V.(1993) Patanjali Yogasutra Bhashya (Marathi Edition) Amravati: Hanuman Vyayam Prasarak Mandal</i>		
<i>Kenghe. C.T. (1976). Yoga as Depth-Psychology and para-Psychology (Vol-I): Historical Background, Varanasi: Bharata Manishai.</i>		
<i>Kuvalyananada Swami & S.L. Vinekar, (1963), Yogic Therapy – Basic Principles and Methods. New Delhi: Govt. of India, Central Health Education and Bureau.</i>		
<i>Moorthy A.M. & Alagesan. S. (2004) Yoga Therapy. Coimbatore: Teachers Publication House.</i>		
<i>Swami Kuvalayanda, (1998), Asanas. Lonavala: Kaivalyadhama.</i>		
<i>Swami Satyananada Sarasvati. (1989), Asana Pranayama Mudra Bandha. Munger: Bihar School of Yoga.</i>		
<i>Swami Satyananda Saraswathi. (1984), Kundalini and Tantra, Bihar: Yoga Publications Trust.</i>		

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Core Course – 11

Session: 2024-25			
Part A - Introduction			
Name of Programme	M. A. Yoga		
Semester	4th Semester		
Name of the Course	Patanjali Yog Sutra		
Course Code	M24-YGA-401		
Course Type	Core Course 11		
Level of the course	500-599		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to :	<p>CLO 401.1 Enhance knowledge about historical background, importance and relevance of Patanjali Yog Sutra in modern age.</p> <p>CLO 401.2 develop concept of Chit Vritti, Chitta Bhoomi, and Sabeej, Nirbeej Samadhi.</p> <p>CLO 401.3 Understand the knowledge about Kriya Yog, Panchklesha, Antrang and Bahirang Sadhna.</p> <p>CLO 401.4 understand about various Siddhies, Karamas and concept of Kaivalya.</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
<p>Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.</p>			
Unit	Topics		Contact Hours
I	<u>INTRODUCTION OF PATANJALI YOGA SUTRAS</u>		15
	<ol style="list-style-type: none"> 1. Inroduction of Patanjali Yoga Sutra & diffinations of yoga according to Patanjali. 2. Importance of Patanjali Yoga Sutras in Modern Age. 3. Introduction of Maharishi Patanjali. 		

	4. Effects of yog sutra in different Dimensions.	
II	<p><u>SAMADHI PADA</u></p> <ol style="list-style-type: none"> 1. Meaning and Definition of Yoga Concept of Chitta, Chit Vritti and Chitta Bhumi 2. Introduction, Meaning & Importance of Abhyas Varagya & Yog Antraya in Yogic Sadhana. 3. Chitta Vikshep and Chitt Prasadhan. 4. Samadhi- Sampragyat Samadhi and Ritambhara Prayga. Concept of Sabeej and Nirbeej. 	15
III	<p><u>SADHAN AND VIBHUTI PADA</u></p> <ol style="list-style-type: none"> 1. Kriya Yoga and Panch Klesha : Avidhya, Asmita, Raag, Devasha and Abhinivesha 2. Ashtang Yoga (Bahirang Sadhana) – Yama, Niyam, Asana, Pranayam and Pratyahar 3. Ashtang Yoga (Anrang Sadhana) – Dharana, Dhyana and Samadhi 4. Yoga Vibhootis and Ashtsiddhis 	15
IV	<p><u>KAIVALYA PADA</u></p> <ol style="list-style-type: none"> 1. Types of Panch - Sidhis. 2. Concept of Dharmamegh Samadhi 3. Brief introduction of Karma, Types of Karma and Karmaphal Siddhanta 4. Kaivalya: Introduction, meaning, Importance in Yogic sadhana . 	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
<p>Recommended Books/e-resources/LMS: <i>George Feuerstein, (1975). Text Book of Yoga. London: Motilal Bansaridass Publishers (P) Ltd.</i> <i>Gore, (1990), Anatomy and Physiology of Yogac Practices. Lonavata: Kanchan Prkashan. Helen Purperhart (2004), The Yoga Adventure for Children. Netherlands: A Hunter House book.</i> <i>Iyengar, B.K.S. (2000), Light on Yoga. New Delhi: Harper Collins Publishers.</i> <i>Karbelkar N.V.(1993) Patanjali Yogasutra Bhashya (Marathi Edition) Amravati: Hanuman Vyayam Prasarak Mandal</i> <i>Kenghe. C.T. (1976). Yoga as Depth-Psychology and para-Psychology (Vol-I): Historical Background, Varanasi: Bharata Manishai.</i> <i>Kuvalyananada Swami & S.L. Vinekar, (1963), Yogic Therapy – Basic Principles and Methods. New Delhi: Govt. of India, Central Health Education and Bureau.</i> <i>Moorthy A.M. & Alagesan. S. (2004) Yoga Therapy. Coimbatore: Teachers Publication House.</i> <i>Swami Kuvalayanda, (1998), Asanas. Lonavala: Kaivalyadhama.</i> <i>Swami Satyananada Sarasvati. (1989), Asana Pranayama Mudra Bandha. Munger: Bihar School of Yoga.</i> <i>Swami Satyananda Saraswathi. (1984), Kundalini and Tantra, Bihar: Yoga Publications Trust.</i></p>		

Swami Sivananda, (1971), *The Science of Pranayama*. Chennai: A Divine Life Society Publication.
Thirumalai Kumar. S and Indira. S (2011) *Yoga in Your Life*, Chennai: The Parkar Publication.
Tiwari O.P. (1998), *Asanas-Why and How*. Lonavala: Kaivalyadham.

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Core Course – 12

Session: 2024-25			
Part A - Introduction			
Name of Programme	M. A. Yoga		
Semester	4th Semester		
Name of the Course	Food and Nutritional Aspect of Yoga		
Course Code	M24-YGA-402		
Course Type	Core Course 12		
Level of the course	500-599		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 402 1. Understand the meaning, functions, classifications, principles and importance of food and nutrition.</p> <p>CLO 402 2. Enhance the knowledge of classification, sources, functions and requirements of various nutrients i.e. protein, fat, vitamins, minerals and water.</p> <p>CLO 402 3. Enhance the knowledge of balance diet, yogic diet, their factors affecting, advantages and disadvantages of vegetarian and non-vegetarian diet.</p> <p>CLO 402 4. Understand and apply the concept of meal planning, its affecting factors, meal planning for male and female and food intake.</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The			

compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	<p><u>FOOD & NUTRITION</u></p> <ol style="list-style-type: none"> 1. Meaning and importance of Food and Nutrition. 2. Functions & Classification of Food and Nutrition. 3. Classifications of disease and conditions influenced by Nutrition. 4. Relationship between food, Nutrition and health. 	15
II	<p><u>NUTRIENTS</u></p> <ol style="list-style-type: none"> 1. Macro and Micro nutrients, Requirement of water in the body 2. Proteins: Meaning, Classification, Sources, Functions and their requirements. 3. Vitamins: Classification, Sources, Functions and their requirements 4. Minerals: Classification, Sources, Functions and their requirements 5. Fats and Carbohydrates: Meaning, Classification, Sources, Functions and their requirements 	15
III	<p><u>DIET & YOGIC PRACTICES</u></p> <ol style="list-style-type: none"> 1. Diet : Meaning and Importance of Eliminative Diet, Soothing Diet, Constructive Diet 2. Yogic diet for practice of Asana & Pranayama . 3. Sattvik, Rajasic and Tamasic foods as per Bhagavad Gita 4. Principles of Diet therapy for treatment of various life style diseases 5. Malnutrition: Meaning, Causes and Methods for overcoming Malnutrition. 	15
IV	<p><u>MEAL PLANNING</u></p> <ol style="list-style-type: none"> 1. Concept and Principles of Meal Planning. 2. Factors Affecting Meal Planning. 3. Meal Planning for Healthy living (Male & Female). 4. Meal Planning for Adolescents (Male and Female). 5. Food Intake: Timing, Concept of Dugdahar, Falahar, Alpahar and Apakahar in Yoga. 	15

Total Contact Hours 60

Suggested Evaluation Methods

Internal Assessment: 30		End Term Examination: 70	
➤ Theory	30	➤ Theory:	70
• Class Participation:	5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	10		
• Mid-Term Exam:	15		

Part C-Learning Resources

Recommended Books/e-resources/LMS:
Bessesen, D. H. (2008). Update on obesity. J ClinEndocrinolMetab.93(6), 2027-2034.
Butryn, M.L., Phelan, S., & Hill, J. O. (2007). Consistent self-monitoring of weight: a key component of successful weight loss maintenance. Obesity (Silver Spring). 15(12), 3091-3096.

Chu, S.Y. & Kim, L. J. (2007). Maternal obesity and risk of stillbirth: a metaanalysis. Am J ObstetGynecol, 197(3), 223-228.

DeMaria, E. J. (2007). Bariatric surgery for morbid obesity. N Engl J Med, 356(21), 2176-2183.

Dixon, J.B., O'Brien, P.E., Playfair, J. (n.d.). Adjustable gastric banding and conventional therapy for type 2 diabetes: a randomized controlled trial. JAMA. 299(3), 316-323.

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DEC-3

Session: 2024-25			
Part A - Introduction			
Name of Programme	M. A. Yoga		
Semester	4th Semester		
Name of the Course	Therapeutic Yoga		
Course Code	M24-YGA-403		
Course Type	DEC -3		
Level of the course	500-599		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 403.1 Understand the meaning, scope, principles, importance and limitations of yoga therapy.</p> <p>CLO403.2 Enhance the knowledge about diseases, their causes, classifications and treatment of different types of postural deformities through yog therapy.</p> <p>CLO403.3 Enhance the knowledge of hypertension, obesity, blood glucose disorders, gsrlic intestinal problem, cardio respiratory disorders, their causes, symptoms and treating life style disorders through yog therapy.</p> <p>CLO 403.4 Understand the meaning, causes, symptoms of stress, anxiety, depression insomnia, and adjustment and their yogic treatment.</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			

Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	<p><u>YOGA THERAPY: AN INTRODUCTION</u></p> <ol style="list-style-type: none"> 1. Meaning and Importance of Yoga Therapy in Modern Age. 2. Concept of Yoga Therapy. 3. Scope of Yoga Therapy. 4. Principles of Yoga Therapy. 5. Limitations of Using Yoga Therapy. 	15
II	<p><u>DISEASE & POSTURAL DEFORMITIES.</u></p> <ol style="list-style-type: none"> 1. Meaning & Causes of Diseases. 2. Types of Diseases: Communicable & Non-Communicable Disease. 3. Postural Deformities: Meaning and their Causes. 4. Types of Postural Deformities: KYPHOSIS, LORDOSIS SCIOLIOSIS, KNOCK-KNEE, and FLAT-FOOT. 5. Yoga Therapy for different Postural Deformities. 	15
III	<p><u>YOGA THERAPY FOR LIFE STYLE DISORDERS</u></p> <ol style="list-style-type: none"> 1. Cardio-vascular Diseases: Meaning and their Causes. 2. Hypertension: Meaning, Causes and treatment through Yoga Therapy. 3. Atherosclerosis: Meaning, Causes and treatment through Yoga Therapy. 4. Obesity: Meaning, Causes and treatment through Yoga Therapy. 5. Diabetes: Meaning, Causes, types and treatment through Yoga Therapy. 	15
IV	<p><u>YOGA THERAPY FOR CHRONIC HEALTH PROBLEMS</u></p> <ol style="list-style-type: none"> 1. Bronchi Asthma: Meaning, Causes and treatment through Yoga Therapy. 2. Chronic Obstructive Pulmonary Disease and Tuberculosis: Meaning, Causes and treatment through Yoga Therapy. 3. Thyroid Disorders: Meaning, Causes and Types of Thyroid Disorders 4. Hypo-thyroidism & Hyper-thyroidism: Meaning, Causes and Impact of Hypo-thyroidism & Hyper-thyroidism on the Body. 5. Treatment of Throid disorders through Yoga practices. 	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination

• Seminar/presentation/assignment/quiz/class test etc.:	10
• Mid-Term Exam:	15
Part C-Learning Resources	
Recommended Books/e-resources/LMS:	
<p><i>Moorthy, A.M. (2005), "Yoga Therapy", Teacher Publishing House, Coimbatore ISBN-9788180160240.</i></p> <p><i>Swami, Shivananda Saraswati, (1957) "Yoga Therapy, Umachal Yoga Ashram, Guwahati".</i></p> <p><i>Verma, Janki Prasad, (1962), "Rogo Ki Achuke Chikitsa" Leader Press, Allahabad.</i></p> <p><i>Yogeshwar, "Simple Yoga Therapy", Yoga Center, Madras. Tiwari, O.P., (1984), "Asanas-Why and How", Kaivalayadhama, Lonavala.</i></p> <p><i>Roga & Yoga- Swami Shivanand.</i></p>	

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DEC-4

Session: 2024-25			
Part A - Introduction			
Name of Programme	M. A. Yoga		
Semester	4th Semester		
Name of the Course	Pedagogical Techniques in Yoga		
Course Code	M24-YGA-404		
Course Type	DEC-4		
Level of the course	500-599		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO404.1 Enhance and apply the knowledge of teaching methods, meaning, importance, types, principles and modern concept in teaching learning process.</p> <p>CLO404.2 Apply and demonstrate, command, class formation, teaching aids, its types, importance and modern concept of teaching aids.</p> <p>CLO404.3 Apply the principles of lesson plan alongwith its objective and effecting factor in teaching yoga.</p> <p>CLO 404.4 Understand the meaning, steps, factors affecting and importance of class management with enhance the knowledge of organization and rules of yoga competitions.4</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The			

examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	<p><u>TEACHING LEARNING</u></p> <ol style="list-style-type: none"> 1. Meaning and definition of teaching & learning. 2. Relation between teaching and learning. 3. Basic principal of teaching and learning. • 4. Importance of teaching and learning. 	15
II	<p><u>TEACHING METHOD, FORMATION AND TEACHING AIDS</u></p> <ol style="list-style-type: none"> 1. Meaning, definition and importance of teaching method in Yoga. 2. Types of teaching method in yoga. 3. Teaching Aids : meaning, Importance & Types of teaching in modern era 4. Class Formation: Meaning, Types and their importance. 	15
III	<p><u>LESSON PLANNING</u></p> <ol style="list-style-type: none"> 1. Meaning, definition and Importance of Lesson Plan. 2. Lesson Plan: Sample, steps, tips & templates. 3. Basic principles &Types of Lesson Plan. 4. Strategies for effective Lesson Planning. 	15
IV	<p><u>CLASS MANAGEMENT</u></p> <ol style="list-style-type: none"> 1. Meaning and Importance of Class Management. 2. Factors Affecting Class Management. 3. Steps of Class Management. 4. Rules of Inter-collegiate/University Level Yoga Competition. 	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<p><i>Bhatia and Bhatia Doaba House, (1959) The Principles and Methods of Teaching New Delhi.</i> <i>Prof. Ramesh Chandra (2004), Technology in the preparation of Teachers”, Usha Books, Delhi.</i> <i>Kochar S.K, (2010) “Methods and Techniques of Teaching ,Sterling Publishers, New Delhi</i> <i>Walia JS, (2003) “Principles and Methods of Education” Plant Publishers Jalandhar City-.</i></p>		

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Practicum – 7

Session: 2024-25			
Part A - Introduction			
Name of the Programme	M. A. Yoga		
Semester	4 th Semester		
Name of the Course	Teaching of Asana		
Course Code	M24-YGA-405		
Course Type	Practicum Course 7		
Level of the course	500-599		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Teach standing asanas CLO 2: Teach sitting asanas CLO 3: Teach Supine and prone Lying asanas CLO 4: Teach Suryamnmaskar		
Credits	Theory	Practical	Total
	0	4	4
Teaching Hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Time	0	4 hours (or as decided by PGBOS)	
Part B- Contents of the Course			
Practical			Contact Hours
Demonstration of Teaching of Asanas:			120
<ul style="list-style-type: none"> • Prepare 05 Lesson Plan on Asana & Take Lesson on it. 			
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Practicum	30	➤ Practicum	70
• Class Participation:	5	Teach Standing Asanas	- 10
• Demonstration of Asanas	10	Teach Sitting Asanas	- 10
• Mid-Term Exam:	15	Teach Supine Lying Asanas	- 10
		Teach Prone Lying Asanas	- 10
		Surya Namaskar	10
		Practical File	10
		Vivo Voce	10

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Practicum – 8

Session: 2024-25			
Part A - Introduction			
Name of the Programme	M. A. Yoga		
Semester	4 th Semester		
Name of the Course	Teaching of Paranayamas and Shudhi Kriya		
Course Code	M24-YGA-406		
Course Type	Practicum Course 8		
Level of the course	500-599		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: To teach various types of Paranayama CLO 2: To teach various types of Shudhi Kriya CLO 3: To demonstrate different types of paranayama. CLO 4: To demonstrate different types of Shudhi Kriya		
Credits	Theory	Practical	Total
	0	4	4
Teaching Hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Time	0	4 hours (or as decided by PGBOS)	
Part B- Contents of the Course			
Practical			Contact Hours
Demonstration of Teaching of Pranayamas & Shudhi Kriyas <ul style="list-style-type: none"> • Prepare 05 Lesson Plan on Pranayamas & Shudhi Kriyas and Take Lesson on it. 			120
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Practicum	30	➤ Practicum	70
• Class Participation:	5	Teaching of Paranayamas:	25 Marks
• Demonstration of Asanas	10	Teaching of Shuddhi Kriya:	25 Marks
• Mid-Term Exam:	15	Practical File	: 10 Marks
		Vivo Voce	: 10 Marks

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EEC

Session: 2024-25			
Part A - Introduction			
Name of Programme	M. A. Yoga		
Semester	4 th Semester		
Name of the Course	Practical Aspect of Naturopathy		
Course Code	M24-MEE-406		
Course Type	EEC		
Level of the course	500-599		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to	<p>CLO406.1 Understand the meaning and definition, principles of Naturopathy and Swasthya Vritam and relations between Naturopathy and yoga.</p> <p>CLO406.2 Understand the meaning, and uses of Mudtherapy and benefits of Hydrotherapy in treating different ailments.</p>		
Credits	Theory	Practical	Total
	2	0	2
Teaching Hours per week	2	0	2
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	3 hours		
Part B- Contents of the Course			
<p>The examiner will set 5 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist of 5 short answer type questions, which will cover the entire syllabus and will carry 1 mark for each question). The examinee will be required to attempt 3 questions, selecting one question from each unit and the compulsory question.</p>			
Unit	Topics		Contact Hours
I	<p style="text-align: center;"><u>INTRODUCTION TO NATUROPATHY</u></p> <ol style="list-style-type: none"> 1. Meaning, Definitions & principles of Naturopathy. 2. Swasthya Vritam: Dinacharya, Ratricharya. 3. Relationship between Naturopathy and Yoga. 		15

	4. Hydrotherapy: Meaning, Definition and its Benefits.	
ii	<p><u>HYDROTHERAPY</u></p> <ol style="list-style-type: none"> 1. Meaning and uses of Mudtherapy. 2. Mud Bath, Different Bandages of Mud, their uses and application 3. Concept of Ushapan and its benefits. 4. Soil: Meaning, Types, Characteristics and their effects of our body. 	15
Total Contact Hours		30
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	5	
• Mid-Term Exam:	5	
Part C-Learning Resources		
<p>Recommended Books/e-resources/LMS: <i>History & Philosophy of Naturophaty – Dr. S. J. Singh</i> <i>Philosophy of Nature Cure – Dr. Henri Lindlhai.</i> <i>Rational Hydrotherapy: A Manual of the Physiological and Therapeutic Effects of Hydriatic Procedures, and the Technique of their Application in the Treatment of Disease Hardcover – 9 Sep. 2004 by John Harvey Kellogg (Author), Publisher: TEACH Services, Inc. (9 September 2004), ISBN-13: 978-1572582095</i> <i>Mud Therapy: Healing Through One of the Five Elements Paperback – 13 Sep 2013 by Ashish Indani (Author), Publisher: B Jain Publishers Pvt. Ltd. (13 September 2013), ISBN-13:978-8131908457. Rational Fasting (Ehret’s Health Literature) Mass Market Paperback – Import, Jun 1971 by Arnold Ehret (Author), Publisher: Benedict Lust Publications (1 June 1971), ISBN-13:978.</i></p>		

Kurukshetra University, Kurukshetra

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

("A++" Grade, NAAC Accredited)



Scheme of Examination

for

Post Graduate Programme

Post Graduate Diploma in Yoga

as per NEP 2020

**Curriculum and Credit Framework for Postgraduate Programme
with Internship and CBCS-LOCF With effect from the
Session 2024-25**

DEPARTMENT OF PHYSICAL EDUCATION
FACULTY OF EDUCATION

KURUKSHETRA UNIVERSITY, KURUKSHETRA -136119
HARYANA, INDIA

Programme Learning Outcomes(PLOs) for PG Programmes
as per NEP-2020

PLOs for P.G. Diploma in Yoga

PLOs	Post Graduate Diploma in Yoga
	After the completion of Post Graduate Diploma in Yoga the student will be able to:
PLO-1: Knowledge and Understanding	Demonstrate the fundamental and advanced knowledge of the subject and understanding of recent developments and issues, including methods and techniques, related to the Yoga .
PLO-2: General Skills	Acquire the general skills required for performing and accomplishing the tasks as expected to be done by a skilled professional in the fields of Post Yoga .
PLO-3: Technical/ Professional Skills	Demonstrate the learning of advanced cognitive technical/professional skills required for completing the specialized tasks related to the profession and for conducting and analyzing the relevant research tasks indifferent domains of the Yoga .
PLO-4: Communication Skills	Effectively communicate the attained skills of the Yoga in well-structured and productive manner to the society at large.
PLO-5: Application of Knowledge and Skills	Apply the acquired knowledge and skills to the problems in the subject area, and to identify and analyze the issues where the attained knowledge and skills can be applied by carrying out research investigations to formulate evidence-based solutions to complex and unpredictable problems associated with the field Yoga or otherwise.
PLO-6: Critical thinking and Research Aptitude	Attain the capability of critical thinking in intra/inter-disciplinary areas of the Yoga enabling to formulate, synthesize, and articulate issues for designing of research proposals, testing hypotheses, and drawing inferences based on the analysis.
PLO-7: Constitutional, Humanistic, Moral Values and Ethics	Know constitutional, humanistic, moral and ethical values, and intellectual property rights to become a scholar/professional with ingrained values in expanding knowledge for the society, and to avoid unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.
PLO-8: Capabilities/qualities and mindset	To exercise personal responsibility for the outputs of own work as well as of group/team and for managing complex and challenging work(s) that requires new/strategic approaches.
PLO-9: Employability and job-ready skills	Attain the knowledge and skills required for increasing employment potential, adapting to the future work and responding to the rapidly changing demands of the employers/industry/society with time.

Kurukshetra University, Kurukshetra

Scheme of Examination for Postgraduate Programme: Post Graduate Diploma in Yoga as per NEP 2020 Curriculum and Credit Framework for Postgraduate Programmes (CBCS LOCF) with effect from the session 2024-25 Framework-2 (Scheme-P)

Semester	Course Type	Course Code	Nomenclature of course	Theory (T)/ Practical (P)	Credits		Contact hours per week L: Lecture P: Practical T: Tutorial				Internal Assessment Marks	End Term Examination Marks	Total Marks	Examination hours
					Total	L	T	P	Total					
1	CC-1	M24-YGA-101	Foundation of Yoga	T	4	26	4	0	0	4	30	70	100	3
	CC-2	M24-YGA-102	Anatomical and Physiological Aspect of Yoga	T	4		4	0	0	4	30	70	100	3
	CC-3	M24-YGA-103	Hatha Yoga	T	4		4	0	0	4	30	70	100	3
	CC-4	M24-YGA-104	Research Methodology in Yoga	T	4		4	0	0	4	30	70	100	3
	PC-1	M24-YGA-105	Demonstration of basic Asana	P	4		0	0	8	8	30	70	100	4
	PC-2	M24-YGA-106	Basic Pranayamas and Shudhi Kriya	P	4		0	0	8	8	30	70	100	4
	SEMINAR	M24-YGA-107	Teaching of Yoga	S	2		0	0	0	2	0	50	50	1
2	CC-5	M24-YGA-201	Traditional Yoga	T	4	26	4	0	0	4	30	70	100	3

CC-6	M24-YGA-202	Heath aspect of Yoga	T	4	4	0	0	4	30	70	100	3
CC-7	M24-YGA-203	Applied Psychology in Yoga	T	4	4	0	0	4	30	70	100	3
CC-8	M24-YGA-204	Applied Statistics	T	4	4	0	0	4	30	70	100	3
PC-3	M24-YGA-205	Demonstration of Asana	P	4	0	0	8	8	30	70	100	4
PC-4	M24-YGA-206	Paranayamas and Shudhi Kriya	P	4	0	0	8	8	30	70	100	4
CHM	M24- CHM-201		T	2	2	0	0	2	15	35	50	3
Internship	M24-INT-200	An internship course of 4 Credits of 4-6 weeks duration during summer vacation after IInd semester is to be completed by every student. Internship can be either for enhancing the employability or for developing the research aptitude.							50	50	100	

Note: There will be only one group in Practical.

Total Work Load = 34 Hours per week per semester

Kurukshetra University, Kurukshetra

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

("A++" Grade, NAAC Accredited)



Syllabus of Examination for Post Graduate Programme

Post Graduate Diploma in Yoga as per NEP 2020

**Curriculum and Credit Framework for Postgraduate Programme
with Internship and CBCS-LOCF With effect from the
Session 2024-25**

**DEPARTMENT OF PHYSICAL EDUCATION
FACULTY OF EDUCATION**

**KURUKSHETRA UNIVERSITY, KURUKSHETRA -136119
HARYANA, INDIA**

Syllabus of Examination

Programme: P.G. Diploma in Yoga 1st Semester

as per NEP 2020 Curriculum and Credit Framework for Postgraduate Programme with
Internship and CBCS-LOCF With effect from the

Session 2024-25

Core Course – 1

Session: 2024-25			
Part A - Introduction			
Name of Programme	P.G. Diploma in Yoga		
Semester	1 st Semester		
Name of the Course	Foundation of Yoga		
Course Code	M24-YGA-101		
Course Type	Core Course		
Level of the course	400 - 499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Describe the concept of yoga in ancient and modern time, principles and misconceptions of yoga in modern society. CLO 2: Explain different yogic schools like Vedanta Tradition, Patanjali, Hatha Yoga, Swara Yoga and Mantra Yoga. CLO 3: Illustrate yogis such as Sri T. Krishnamacharya, Swami Shivanada Saraswati, Swami Rama of Himalayas, Maharshi Mahesh Yogi, Guru Ghoraksh Nath, Swami Vivekanand etc. and their contribution in the development of yoga. CLO 4: Describe Ashtang yoga, Vedas, Types of Vedas, Upanishads, Prasthanatrayee, Purushartha Chatushtaya and Chakras.		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	INTRODUCTION AND EVOLUTION OF YOGA: <ul style="list-style-type: none"> • Meaning & Definitions of Yoga according to various schools of thoughts. Aims and Objectives of Yoga • Historical Background and Development of Yoga, 		15

	<ul style="list-style-type: none"> • True Nature and Principles of Yoga • Misconceptions about Yoga in Modern Society. • General introduction to Shad-darshanas with special emphasis on Samkhya and Yoga Darshana, • Yoga in Vedanta, Yoga in Ramayana, Yoga in Mahabharata 	
II	SCHOOLS OF YOGA <ul style="list-style-type: none"> • Introduction to Schools (Streams) of Yoga: Yoga Schools with Vedanta Tradition (Jnana, Bhakti, Karma and Dhyana), • Yoga Schools with Samkhya-Yoga Tradition (Yoga of Patanjali) and Yoga Schools with Tantric Tradition (Hatha Yoga, Swara Yoga and Mantra Yoga). • Elements of Yoga and Yogic practices in Jainism, Buddhism and Sufism. • Yoga in Medieval Literature, Bhakti Yoga of Medieval Saints, Yoga in Narada Bhakti Sutras 	15
III	FAMOUS YOGIES <ul style="list-style-type: none"> • Brief Biography, their Yoga Paramparas and Yogic contribution of Sri T. Krishnamacharya, Swami Shivanada Saraswati, Swami Rama of Himalayas and Maharshi Mahesh Yogi. • Brief Biography and Yogic Traditions of Ramakrishna, Swami Vivekananda, Shri Aurobindo, Maharshi Ramana and Swami Dayanand Saraswati 	15
IV	Ashtang, Vedas, Upanishads and Chakras <ul style="list-style-type: none"> • Meaning of Ashtang yoga, Steps of Ashtang yoga and their relevance in modern life. • Introduction to Vedas, Types of Vedas: Rigveda, Samaveda, Yajurveda, and Atharvaveda. Yoga in these Vedas. • Introduction to Upanishads, Prasthanatrayee and Purushartha Chatushtaya. • Meaning of Chakras, Types, Location and Significance of Chakras. 	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<p><i>Aggarwal MM (2010): Six Systems of Indian Philosophy, Chowkhamba Vidya Bhawan, Varanasi.</i></p> <p><i>Sharma, J.P. D (2007) manav jivan & yog friends publication, New Delhi</i></p> <p><i>Swami Bhuteshananda (2009) Nararad Bhakti, Advaita Ashrama Publication Dept. Kolkata II Edition.</i></p> <p><i>Hiriyanna M (2009), Outlines of Indian Philosophy, Motilal Banarsidass, New Delhi.</i></p> <p><i>Hiriyanna M (2008), Outlines of Indian Philosophy, Motilal Banarsidass, New Delhi.</i></p> <p><i>Parmanik T.N. D(2017) Yogkla, sports publication New Delhi</i></p> <p><i>Bhargav, G.M. D (2019) Yoga Education, Sports Publication, New Delhi</i></p> <p><i>Pritam Amrita (2007) Yoga Prichya and parampara, Khel Sahitya Kendra, New Delhi</i></p> <p><i>Yogender D. (2010) Yoga shiksha khel Shitya Kendra, New Delhi</i></p> <p><i>Shukla Atul, D. (2007) Yoga sadna, Khel Shitya Kendra, New Delhi</i></p> <p><i>Parmanik, T.N. D (2018) yoga education sports publication, New Delhi.</i></p>		

Syllabus of Examination

Programme: P.G. Diploma in Yoga 1st Semester

as per NEP 2020 Curriculum and Credit Framework for Postgraduate Programme with
Internship and CBCS-LOCF With effect from the

Session 2024-25

Core Course – 2

Session: 2024-25			
Part A - Introduction			
Name of Programme	P.G. Diploma in Yoga		
Semester	1 st Semester		
Name of the Course	Anatomical and Physiological Aspect of Yoga		
Course Code	M24-YGA-102		
Course Type	Core Course		
Level of the course	400 - 499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Describe the anatomy, physiology, cell and musculoskeletal systems. CLO 2: Explain basic anatomy, physiology and effect of yoga on digestive and excretory system. CLO 3: Illustrate basic anatomy, physiology and effect of yoga on Cardiovascular and respiratory system. CLO 4: Describe basic anatomy, physiology and effect of yoga Nervous and Endocrine System.		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Introduction of anatomy, physiology, cell and musculoskeletal systems: <ul style="list-style-type: none"> • Meaning and Definition of Anatomy and Physiology • Structure and functions of Cell and Tissue • Meaning and Types of bones, joints and muscles, • Gross and Microscopic structure of Skelton Muscle, • Mechanism of Muscle contraction, Effect of Yoga Asana on Bones and Muscles 		15
II	Introduction of digestive and excretory system: <ul style="list-style-type: none"> • Basic Anatomy of Digestive system, Gastric secretion, Pancreatic secretion, Gastric motility-digestive peristalsis Gastrointestinal hormones 		15

	<ul style="list-style-type: none"> • Mechanism of food absorption, • Structure and functions of kidney and Nephrons. • Mechanism of urine formations • Effect of Yoga on Digestive and Excretory system 	
III	Introduction of Cardiovascular and respiratory system: <ul style="list-style-type: none"> • Circulatory system- Functional anatomy of the heart, Properties of cardiac muscles, Conducting system of the heart, types of blood circulations. Meaning of Stroke Volume, Heart Rate, Cardiac Output, Blood Pressure, Cardiac Reserve Capacity. • Respiratory system- Anatomy of the Respiratory System, Mechanism of breathing, Ventilation, Regulation of respiration, Transport of gases, • Effect of yoga on Circulatory and Respiratory System. 	15
IV	Introduction of Nervous and Endocrine System <ul style="list-style-type: none"> • Basic anatomy of Nervous system, subdivisions of nervous system and their functions, Structure and properties of neurons, Functions of Sensory and Motor nervous system • Meaning and Types of glands exocrine glands: Pituitary, Thyroid, Parathyroid, Pancreas and Adrenal glands their secretions and functions. • Effect of yoga on nervous and endocrine System. 	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<p>Clarke, D.H. (1975). <i>Exercise Physiology</i>. New Jersey: Prentice Hall Inc., Englewood Cliffs.</p> <p>David, L Costill. (2004). <i>Physiology of Sport and Exercise</i>. Human Kinetics.</p> <p>Fox, E.L., and Mathews, D.K. (1981). <i>The Physiological Basis of Physical Education and Athletics</i>. Philadelphia: Sanders College Publishing.</p> <p>Guyton, A.C. (1976). <i>Textbook of Medical Physiology</i>. Philadelphia: W.B. Sanders co.</p> <p>Richard, W. Bowers. (1989). <i>Sport Physiology</i>. WMC: Brown Publishers.</p> <p>Sandhya Tiwaji. (1999). <i>Exercise Physiology</i>. Sport Publishers.</p> <p>Shaver, L. (1981). <i>Essentials of Exercise Physiology</i>. New Delhi: Subject Publications.</p> <p>Vincent, T. Murche. (2007). <i>Elementary Physiology</i>. Hyderabad: Sport Publication.</p> <p>William, D. Mc Aradle. (1996). <i>Exercise Physiology, Energy, Nutrition and Human Performance</i>. Philadelphia: Lippincott Williams and Wilkins Company.</p> <p>Gupta, A. P. (2010). <i>Anatomy and physiology</i>. Agra: SumitPrakashan.</p> <p>Gupta, M. and Gupta, M. C. (1980). <i>Body and anatomical science</i>. Delhi: Swaran Printing Press.</p> <p>Guyton, A.C. (1996). <i>Textbook of Medical Physiology</i>, 9th edition. Philadelphia: W.B.Saunders.</p> <p>Karpovich, P. V. (n.d.). <i>Philosophy of muscular activity</i>. London: W.B. Saunders Co.</p> <p>Lamb, G. S. (1982). <i>Essentials of exercise physiology</i>. Delhi: Surjeet Publication.</p> <p>Moorthy, A. M. (2014). <i>Anatomy physiology and health education</i>. Karaikudi: Madalayam Publications.</p> <p>Morehouse, L. E. & Miller, J. (1967). <i>Physiology of exercise</i>. St. Louis: The C.V. Mosby Co.</p> <p>Pearce, E. C. (1962). <i>Anatomy and physiology for nurses</i>. London: Faber & Faber Ltd.</p> <p>Sharma, R. D. (1979). <i>Health and physical education</i>, Gupta Prakashan.</p> <p>Singh, S. (1979). <i>Anatomy of physiology and health education</i>. Ropar: Jeet Publications.</p>		

Syllabus of Examination

Programme: P.G. Diploma in Yoga 1st Semester

as per NEP 2020 Curriculum and Credit Framework for Postgraduate Programme with
Internship and CBCS-LOCF With effect from the

Session 2024-25

Core Course – 3

Session: 2024-25			
Part A - Introduction			
Name of Programme	P.G. Diploma in Yoga		
Semester	1 st Semester		
Name of the Course	Hatha Yoga		
Course Code	M24-YGA-103		
Course Type	Core Course		
Level of the course	400 - 499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Describe the Aim, objectives, misconceptions, Rules & Regulations of Hatha Yoga CLO 2: Explain Classifications, Benefits, precautions, and contraindications of Asanas CLO 3: Illustrate Meaning, Types, Benefits and contraindications of Pranayama CLO 4: Describe definition, Benefits, precautions and contraindications of Bandha and Mudras.		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Introduction of Hatha Yog: <ul style="list-style-type: none"> • Meaning and Definition of Hatha Yoga, Hatha Yoga According to various texts: . Siddhasiddhanta paddhati, Hatha Pradeepika, Gheranda Samhita, Hatha Ratnavali and Shiva Samhita. • Aim & objectives of Hatha Yog, Misconceptions about Hatha Yoga. • Prerequisites of Hatha Yoga (dasha yama and dasha niyama), • Concept of Shodhana kriyas in Hatha Yoga, Importance of Shodhana kriyas in health and disease. • Rules & Regulations to be followed by Hatha Yoga Sadhakas. 		15
II	Asanas in Hatha Texts:		15

	<ul style="list-style-type: none"> • Definition, pre requisites and special features of Yoga-asana • Asanas in Hatha Pradeepika, Hatha Ratnavali, Gheranda Samhita. • Classifications of Asanas: As per Utility (Cultural, Meditative & Relative) and As per pre-position (Standing, Sitting, Spine, Prone, Balancing, Forward bending, backward bending, Twisting and Inversion) • Benefits, precautions, and contraindications of different Asanas. 	
III	Pranayama in Hatha Texts: <ul style="list-style-type: none"> • Meaning and Types of Pranayama, Concept of Prana & Ayama, • Pranayama its phases and stages; Prerequisites and Principles of Pranayama in Hatha Yoga Sadhana; • Pranayama in Hatha Pradeepika, Hatha Ratnavali & Gheranda Samhita; • Benefits and contraindications of Pranayama. 	15
IV	Bandha, Mudra and other practices: <ul style="list-style-type: none"> • Meaning, definition and Types of Bandha and Mudras in Hatha Pradeepika, Hatha Ratnavali and Gheranda Samhita; • Benefits, precautions and contraindications of Bandha and Mudras • Definition, benefits and Techniques of Pratyahara, Dharana and Dhyana in Gheranda Samhita; • Concept and benefits of Nada and Nadanusandhana in Hatha Pradeepika, Four Avasthas (stages) of Nadanusandhana; • Relationship between Hatha Yoga and Raja Yoga; 	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<p><i>Swami Satyananda (1998) hathyog pradipika, munger publications Bihar</i> <i>Pancham Singh, the hathyog pradipika, Dev Publisher</i> <i>Hathyog Pradipika, by swami swatma ram, Kaivalya Dham, Lonavla Pune.</i> <i>Singh, S. (1979). Anatomy of physiology and health education. Ropar: Jeet Publications.</i> <i>Asana Pranayama Mudra Bandha– Swami Satyananda Saraswati, Yoga Publication Trust, Munger, Bihar.</i> <i>Hatha Yoga Pradipika– Swami Muktibodhananda, Yoga Publication Trust, Munger, Bihar.</i> <i>Gheranda Samhita– Swami Nityananda Saraswati, Yoga Publication Trust, Munger, Bihar.</i> <i>Swami Niranjanananda Saraswati: Asana Pranayama Mudra Bandha; Bihar school of yoga publications. Munger, 2001 2. Swami Niranjanananda Saraswati: Dharana Darshan; ; Bihar school of yoga publications. Munger, 2001 BOOKS FOR REFERENCES I. Basavaraddi I. V. & Others : Teachers Manual for School. Teachers, MDNIY, New Delhi, 2010 2. Joshi, K.S. : Yogic Pranayama, Oriental Paperback, New Delhi.</i></p>		

Syllabus of Examination

Programme: P.G. Diploma in Yoga 1st Semester

as per NEP 2020 Curriculum and Credit Framework for Postgraduate Programme with
Internship and CBCS-LOCF With effect from the

Session 2024-25

Core Course – 4

Session: 2024-25			
Part A - Introduction			
Name of Programme	P.G. Diploma in Yoga		
Semester	1 st Semester		
Name of the Course	Research Methodology in Yoga		
Course Code	M24-YGA-104		
Course Type	Core Course		
Level of the course	400 - 499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Describe the meaning and types of Research, Explain the concept of Research Problem, limitation, delimitation and Variables, CLO 2: Explain methods of researches : Historical, Philosophical, Survey Studies, Experimental and survey. CLO 3: Illustrate Concept of Sampling, Hypothesis and Survey of Related Literature. CLO 4: Describe the concept of Research Proposal and Research Report in detail.		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Introduction of Research Methodology <ul style="list-style-type: none"> • Meaning and Definition of Research. • Types of Research in Yoga: Analytical, Descriptive, Experimental, Qualitative and Meta Analysis. • Meaning and Definition of Research Problem, Location of research problem, criteria for Selection of Research Problem. • Delimitation and limitations of research problem • Variables: Meaning of Variables, types of variables: Dependent, 		15

	Independent, Control, Extraneous, Moderator and Predictor	
II	Methods of Research in Physical Education <ul style="list-style-type: none"> • Historical Research: Meaning of Historical Research, Sources of Historical Research: Primary Data and Secondary Data, Historical Criticism: Internal Criticism and External Criticism. • Philosophical Research: Meaning of Philosophical Research, Steps in Critical Thinking. • Survey Studies: Meaning of Survey, Tools of Survey Research: Questionnaire and Interview. • Experimental Research – Meaning of Experimental Research, Types of Experimental Design: Single Group Design, Reverse Group Design, Repeated Measure Design, Static Group Comparison Design, Equated Group Design and Factorial Design. • Case Studies: Meaning of Case Studies, steps of case studies. 	15
III	Concept of Sampling, Hypothesis and Survey of Related Literature <ul style="list-style-type: none"> • Meaning of Sample and Population. Types of Sampling: Probability Methods and Non- Probability Methods. • Meaning of Hypothesis, Importance Hypothesis in research, Types of Hypothesis, Type 1 and Type 2 errors in Hypothesis testing. • Meaning of Survey of Related Literature, Need for surveying related literature, Literature Sources – Primary and Secondary, Steps in Literature Search. • Writing of Literature review for thesis and research paper. 	15
IV	Research Proposal and Research Report <ul style="list-style-type: none"> • Research Proposal: Meaning and Significance of Research Proposal, Format of a synopsis. • Research Report: Meaning of Research Report, Chaptalization of Thesis/ Dissertation: Title page, Preliminary documents, Text (introductions and chapters), Back matter (notes, bibliography or references, appendices, glossary). • Method of writing a research paper. Technicalities of writing: Footnote and Bibliography. • Ethical Issues in Research: Areas of Scientific Dishonesty, Ethical Issues regarding Copyright. 	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<i>Best J. W (1971) Research in Education, New Jersey; Prentice Hall, Inc</i> <i>Clarke David. H & Clarke H, Harrison (1984) Research processes in Physical Education, New Jersey; Prentice Hall Inc.</i> <i>Craig Williams and Chris Wragg (2006) Data Analysis and Research for Sport and Exercise Science, London Routledge Press</i> <i>Jerry R Thomas & Jack K Nelson (2000) Research Methods in Physical Activities; Illonosis; Human Kinetics</i>		

Kamlesh, M. L. (1999) Reserach Methodology in Physical Education and Sports, New Delhi
Moses, A. K. (1995) Thesis Writing Format, Chennai; Poompugar Pathippagam
Rothstain, A (1985) Research Design and Statistics for Physical Education, Englewood Cliffs: Prentice Hall, Inc
Subramanian, R, Thirumalai Kumar S & Arumugam C (2010) Research Methods in Health, Physical Education and Sports, New Delhi; Friends Publication
Moorthy A. M. Research Processes in Physical Education (2010); Friend Publication, New Delhi.
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Syllabus of Examination

Programme: P.G. Diploma in Yoga 1st Semester

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Practicum – 1

Session: 2024-25			
Part A - Introduction			
Name of the Programme	P.G. Diploma in Yoga		
Semester	1 st Semester		
Name of the Course	Demonstration of basic Asana		
Course Code	M24-YGA-105		
Course Type	Practicum Course		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Demonstrate basic standing asanas CLO 2: Demonstrate basic sitting asanas CLO 3: Demonstrate basic Supine and prone Lying asanas CLO 4: Demonstrate Suryamnmaskar		
Credits	Theory	Practical	Total
	0	4	4
Teaching Hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Time	0	4 hours (or as decided by PGBOS)	
Part B- Contents of the Course			
Practical			Contact Hours
Demonstration of Basic Asana: <ul style="list-style-type: none"> • Five Basic Standing Asanas • Five Basic Sitting Asanas • Five Basic Supine Lying Asanas • Five Basic Prone Lying Asanas • Surya Namaskar 			120
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Practicum	30	➤ Practicum	70
• Class Participation:	5	Five Basic Standing Asanas	- 10
• Demonstration of Asanas	10	Five Basic Sitting Asanas	- 10
		Five Basic Supine Lying Asanas	- 10
• Mid-Term Exam:	15	Five Basic Prone Lying Asanas	- 10
		Surya Namaskar	- 10
		Practical File	- 10
		Vivo Voce	- 10

Syllabus of Examination

Programme: P.G. Diploma in Yoga 1st Semester

as per NEP 2020 Curriculum and Credit Framework for Postgraduate Programme with
Internship and CBCS-LOCF With effect from the

Session 2024-25

Practicum – 2

Session: 2024-25			
Part A - Introduction			
Name of the Programme	P.G. Diploma in Yoga		
Semester	1 st Semester		
Name of the Course	Basic Paranyamas and Shuddhi Kriya		
Course Code	M24-YGA-106		
Course Type	Practicum Course		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Demonstrate basic Paranyama CLO 2: Demonstrate basic Shuddhi Kriya		
Credits	Theory	Practical	Total
	0	4	4
Teaching Hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Time	0	4 hours (or as decided by PGBOS)	
Part B- Contents of the Course			
Practical			Contact Hours
Demonstration of Basic Paranyamas: <ul style="list-style-type: none"> • Anuloma Viloma, • Bhastrika • Bhramari • Sheetli & Sitkari, • Ujjayi • Kapalbhata 			120
Demonstration of Basic Shuddhi Kriya: <ul style="list-style-type: none"> • Basti • Neti • Nauli 			
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Practicum	30	➤ Practicum	70
• Class Participation:	5	Demonstration of Basic Paranyamas: 25 Marks • Anuloma Viloma, Bhastrika, Bhramari, Sheetli & Sitkari, Ujjayi and Kapalbhata Demonstration of Basic Shuddhi Kriya: 25 Marks	
• Demonstration of Asanas	10		
• Mid-Term Exam:	15		

		<ul style="list-style-type: none">• Basti, Neti and Nauli Practical File : 10 Marks Vivo Voce : 10 Marks
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Programme: P.G. Diploma in Yoga 1st Semester

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Seminar

Session: 2024-25	
Name of the Programme	P.G. Diploma in Yoga
Semester	1st semester
Name of the Course	Teaching of Yoga
Course Code	M24-YGA-107
Course Type: (CC/DEC/PC/Seminar/CHM/OEC/EEC)	Seminar
Level of the course	400-499
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLOs: Develop the skill to teach different aspects of Yoga.
Credits	Seminar
	2
Teaching Hours per week	2
Max. Marks	50
Internal Assessment Marks	0
End Term Exam Marks	50
Examination Time	1 hour
<u>Instructions for Examiner:</u>	
Each Student is required to present 5 Seminars on the different aspects of yoga during the whole semester. Final Seminar will be evaluated two Internal Teachers and the parameters of evaluation will be decided by the staff council.	

Kurukshetra University, Kurukshetra

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

("A++" Grade, NAAC Accredited)



Scheme of Examination

for

Post Graduate Programme

Post Graduate Diploma in Yoga

as per NEP 2020

**Curriculum and Credit Framework for Postgraduate Programme
with Internship and CBCS-LOCF With effect from the
Session 2024-25**

Syllabus of Examination for Post Graduate Diploma

Programme: Post Graduate Diploma in Yoga 2nd Semester

as per NEP 2020 Curriculum and Credit Framework for Postgraduate Programme with
Multiple Entry-Exit, Internship and CBCS-LOCF With effect from the

Session 2024-25

Core Course – 5

Session: 2024-25			
Part A - Introduction			
Name of Programme	Post Graduate Diploma in Yoga		
Semester	2nd Semester		
Name of the Course	<u>TRADITIONAL YOGA</u>		
Course Code	M24-YGA-201		
Course Type	Core Course 5		
Level of the course	400 - 499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 201.1 enhance the conceptual knowledge of Patanjali Yoga Sutra, Chitt ki Avastsa, Chitt ki Bhoomi, Chitt Varitties and its types.</p> <p>CLO 201.2 enhance the knowledge of different ways to achieve Raj Yoga, disturbance in yogic practices and Sahayak Tatav in Yog Sadna.</p> <p>CLO 201.3 enhance the knowledge about various yogis and their contribution in yoga such as Maharishi Patanjali, Mahatma Buddha, Mahavir Jain and Swami Vivekanand.</p> <p>CLO 201.4 understand the knowledge about different Bhakti & Siddhies like Panchikaran Prakirya, Panchkosh Theory, Navdha Bhakti and Astha Siddhi.</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
<p><u>Instructions for Paper- Setter:</u> The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.</p>			

Unit	Topics	Contact Hours
I	<u>Patanjali Yog Sutra:</u> <ul style="list-style-type: none"> • Yoga: Meaning according to Patanjali Yoga Sutra. • Importance of Patanjali Yog Sutra in Life. • Chiit: Meanging and its avastha (states of chitta) • Chitt Bhumi: Meaning and types. • Chitt Vritties: Meaning and types. 	15
II	<u>Yoga Practices</u> <ul style="list-style-type: none"> • Raj Yog: Meaning and different way to achieve Raj Yog. • Disturbance inYogic Practices (Badhak Tatva). • Yog Sadhana: Meaning and its Sahayak Tativ acc. To Hath pradipika and patanjali yog sutra. • Solution of Chiit Vritties Nirodhopaya. 	15
III	<u>Maharishi and their contribution</u> <ul style="list-style-type: none"> • Maharishi Patanjali: His contribution in development of Yoga. • Mahatma Budh: His teachings & contribution in Yoga. • Mahavir Jain: His teachings & contribution in Yoga. • Swami Vivekanand: His teaching and contribution in Yoga. 	15
IV	<u>Bhakti & Sidhies</u> <ul style="list-style-type: none"> • Panchikaran Prakriya:Meaning and parts. • Panch Prana and Upaprana. • Panch Kosh Theory: Meaning and types. • Navdha Bhakti: Meaning and types. • Astha Sidhi: Meaning and types. • Techniques of awakening kundalini Shakti. 	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS: <i>Pritam Amrita (2007) Yoga Prichya and parampara, Khel Sahitya Kendra, New Delhi</i> <i>Yogender D. (2010) Yoga shiksha khel Shitya Kendra, New Delhi</i> <i>Shukla Atul, D. (2007) Yoga sadna, Khel Shitya Kendra, New Delhi</i> <i>Parmanik, T.N. D(2018) yoga education sports publication, New Delhi</i> <i>Devinder K. Kansal : Test and Measurement in Sports and Physical Education, D.V.S.Publications, Kalkaji, New Delhi –110019.</i>		

Syllabus of Examination for Post Graduate Diploma

Programme: Post Graduate Diploma in Yoga 2nd Semester

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Core Course – 6

Session: 2024-25			
Part A - Introduction			
Name of Programme	Post Graduate Diploma in Yoga		
Semester	2nd Semester		
Name of the Course	Health Aspect of Yoga		
Course Code	M24-YGA-202		
Course Type	Core Course 6		
Level of the course	400 - 499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 202.1	Develop concept of health, its dimensions, health services, guidance, personal hygiene and diseases in Indian system of Ayurveda.	
	CLO 202.2	Apply and demonstrate yogic practices i.e. Asanas, Prayanamas, Shatkarmas and Bandha for enhancing health.	
	CLO 202.3	Understand meaning of mental health and mental disorders i.e. conflict, frustration, depressive disorders, anxiety disorders and their causes and healing through yogic practices.	
	CLO 202.4	Develop concept of diets including yogic diet for the health promotions.	
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			

Unit	Topics	Contact Hours
I	<p><u>Introduction of Health & Yoga</u></p> <ol style="list-style-type: none"> 1. Meaning, Definition and Importance of Health according to Yoga and Ayurveda. 2. Dimensions of Health, Physical, Mental, Social and Spiritual. 3. Concept of Health & Diseases in Indian Systems of Ayurveda. 4. Health Services and Guidance Instruction in Personal Hygiene. 	15
II	<p><u>Role of Yoga in Health Care</u></p> <ol style="list-style-type: none"> 1. Role of Yoga in Preventing Health Care. 2. Asana & Pranayam helps improve the health of mind & body. 3. Body cleaning through Shatkarmas and health benefits 4. Role and effect of Mudra & bandh in health care. 	15
III	<p><u>Yoga & Mental Health</u></p> <ol style="list-style-type: none"> 1. Meaning of Mental Health and Positive Mental Health. 2. Personality integration from the view point of Yoga. 3. Frustration: Meaning, Causes, Effects & Treatment through yoga practice. 4. Anxiety: Meaning, Causes, Effects & Treatment through yoga practice. 	15
IV	<p><u>Yoga & Diet</u></p> <ol style="list-style-type: none"> 1. Diet: Meaning and definition of Yogic diet. 2. Explain different qualities of yogic & Balance diet. 3. Concept of Vegetarian Diet, Useful Effect of Vegetarian Diet. 4. Harmful Effects of Non-Vegetarian Diet. 	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<i>Gore C.S (2011) Yoga & health sports publication New Delhi</i>		
<i>Srivastava A.K. (2010) health and yoga sports publication New Delhi</i>		
<i>Singh Balbir Malik Satish (2018) health education and environmental studies sports publication, New Delhi</i>		
<i>Verma K.K. Swastya Shiksha Parkash Borthers Ludiana</i>		
<i>Kumar Amresh (2008) Paranayam & Health, Khel Shitya Kendra, New Delhi</i>		

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Programme: Post Graduate Diploma in Yoga 2nd Semester

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Core Course – 7

Session: 2024-25			
Part A - Introduction			
Name of Programme	Post Graduate Diploma in Yoga		
Semester	2nd Semester		
Name of the Course	<u>APPLIED PSYCHOLOGY IN YOGA</u>		
Course Code	M24-YGA-203		
Course Type	Core Course 7		
Level of the course	400 - 499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 203.1 Understand the meaning, scope, nature, branches and methods of psychology with relevance and contribution in teaching learning process of yoga education.</p> <p>CLO 203.2 Enhance the knowledge of laws of learning, learning curves, theories of learning, motivation and motivational theories.</p> <p>CLO 203.3 Understand the meaning definition, structure and theories of personality.</p> <p>CLO 203.4 Understand the meaning, principles, importance and process of Guidance and Counseling in yoga education.</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
<p><u>Instructions for Paper- Setter:</u> The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.</p>			

Unit	Topics	Contact Hours
I	<p><u>INTRODUCTION OF PSYCHOLOGY</u></p> <ol style="list-style-type: none"> 1. Psychology: Meaning, Definition and Importance of Psychology in Yoga. 2. Scope and Branches of Psychology. 3. Contribution of Psychology in Teaching & Learning Process of Yoga Education. 4. Methods of Psychology: Introspection, Survey and Experiment Method. 	15
II	<p><u>LEARNING AND MOTIVATION</u></p> <ol style="list-style-type: none"> 1. Learning: Meaning, Definition, Laws of Learning and Learning Curves. 2. Theories of Learning: Thorndike's Trial and Error, Pavlov's learning by conditioning. 3. Motivation: Meaning and Definition of Motivation in Yoga. 4. Theories of Motivation: Abraham Maslow's Self Actualization Theory, Sigmund Freud's Instinct Theory. 	15
III	<p><u>THEORIES OF PERSONALITY</u></p> <ol style="list-style-type: none"> 1. Personality: Meaning, Definition and Structure of Personality. 2. Theories of Personality: Sigmund Freud's Psycho-Analytical Theory. 3. Krestschmer Theory of Personality. 4. Carl Jung theory of Personality. 	15
IV	<p><u>GUIDANCE AND COUNSELLING</u></p> <ol style="list-style-type: none"> 1. Guidance: Meaning, Definition and Significance of guidance. 2. Principles of Guidance in Yoga Education. 3. Counseling: Meaning, Definition and Significance of Counseling. Different types of Counseling. 4. Good qualities of Counsellor 	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
Dr. Arun Kumar Singh, <i>Education Psychology (2015) Bharti Bhawan Publishers & Distributors.</i>		
Dridge & Hung: <i>Psychological Foundations of Education. Harper and Row Publishers.</i>		
Kamlesh, M. L. <i>Educating Sports Psychology, New Delhi, Friends Pub., 2006.</i>		

Jaswant kaur Vir – Psychology of Teaching and Learning (Twenty First Century Publication Pardeep Kumar Sahu Patiala. (2008).
Baron, R. A. (2007). Psychology (Fifth edition) New Delhi: Pearson Prentic-Hall of India.
Baron, A. Rober, (2002) “Psychology”, Pearson Education Vth Ed.
Cliffor T. Morgan, Richard a. King, John R. Weis and John Schopler (1993), “Introduction to Psychology” – 7th Edition. Tata Mcgraw Hill Book Co. New Delhi.

Syllabus of Examination for Post Graduate Diploma

Programme: Post Graduate Diploma in Yoga 2nd Semester

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Core Course – 8

Session: 2024-25			
Part A - Introduction			
Name of Programme	Post Graduate Diploma in Yoga		
Semester	2nd Semester		
Name of the Course	<u>APPLIED STATISTICS</u>		
Course Code	M24-YGA-204		
Course Type	Core Course 8		
Level of the course	400 - 499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 204.1 understand the meaning , need and importance of statistics and concept of data and measures of central tendency its merit and limitations.</p> <p>CIO 204.2 understand and demonstrate variability, quartile deviation, percentile & quartile with computation, percentile, rank & its computation.</p> <p>CLO 204.3 apply computation of probability curve, Meaning & type of skewness & kurtosis, Calculation of probability, meaning, types, and computation of correlation.</p> <p>CLO 204.4 understand and apply meaning, advantage and types of graphical representation of data & meaning of two tailed, t-test and Anova testing.</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			

Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	<p><u>Introduction to Statistics and Measures of Central Tendency</u></p> <ol style="list-style-type: none"> 1. Meaning of Statistics. Need and importance of statistics in Yoga 2. Meaning of Data, Methods of organizing Data through Frequency Distribution. 3. Meaning of the Measures of Central Tendency, Computation Mean, Median and Mode. 4. Merits and limitations of Mean, Median and Mode 	15
II	<p><u>Introduction of Variability</u></p> <ol style="list-style-type: none"> 1. Meaning of measures of variability: Range, Quartile Deviation, Average Deviation and Standard Deviation. 2. Computation of Range, Quartile Deviation, Average Deviation and Standard Deviation. 3. Meaning of term Percentile and Quartiles Deviation. Computation of Percentile and Quartiles Deviation 4. Meaning of term Percentile Rank and Computation of Percentile Rank. 	15
III	<p><u>Introduction to Normal Probability Curve and Correlation</u></p> <ol style="list-style-type: none"> 1. Meaning of Normal Probability Curve and Properties of Normal Curve. 2. Meaning and types of Skewness and kurtosis. Sigma Scores and T – Scores. 3. Meaning and Types of Linear Correlation. Computation of Correlation Coefficient with Product Movement and Rank Difference Method. 	15
IV	<p><u>Graphical representation of data and testing of Hypothesis</u></p> <ol style="list-style-type: none"> 1. Meaning and advantage of Graphical Representation of Data. 2. Types of Bar Diagrams, Method of preparing Histogram, Frequency Polygon, Cumulative-Frequency Graph, Bar-Diagram and Pie Diagram. 3. Meaning of two – tailed and one tailed test of significance, 4. Computing significance of difference between two means with t – Test (independent samples) and One way ANOVA Test. 	15

Total Contact Hours			60
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Theory	30	➤ Theory:	70
• Class Participation:	5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	10		
• Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
<p><i>Clarke.HH.The Application of Measurement in Health and Physical Education,1992. Clarke,David H.and Clake H.Hares N. Research Process in Health Education Physical Education and Recreation . Englewood Cliffs, New Jersey, Prentice Hall, Inc.1986. Shaw. Dhananjoy. Fundamental statistics in Physical Education & Sports sciences, sports publication,2007.</i></p> <p><i>Margaret J. Safrit : Introduction to Measurement in Physical Education and Exercise Science, Time Mirror/ Mosy, College Publishing St. Louis. Toronte Bosion (2Nd. Edition-1998.</i></p> <p><i>Morey E. Garrett : Statistics in Psychology and Educated, David Meka Company Inc.</i></p> <p><i>Devinder K. Kansal : Test and Measurement in Sports and Physical Education, D.V.S.Publications, Kalkaji, New Delhi –110019.</i></p>			

Syllabus of Examination for Post Graduate Diploma

Programme: Post Graduate Diploma in Yoga 2nd Semester

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Practical-3

Session: 2024-25			
Part A - Introduction			
Name of the Programme	P.G. Diploma in Yoga		
Semester	2nd Semester		
Name of the Course	Demonstration of Asana		
Course Code	M24-YGA-205		
Course Type	Practicum Course 3		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Demonstrate basic standing asanas CLO 2: Demonstrate basic sitting asanas CLO 3: Demonstrate basic Supine and prone Lying asanas CLO 4: Demonstrate Suryammaskar		
Credits	Theory	Practical	Total
	0	4	4
Teaching Hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Time	0	4 hours (or as decided by PGBOS)	
Part B- Contents of the Course			
Practical			Contact Hours
Demonstration of Advance Asana:			120
<ul style="list-style-type: none"> • Five Standing Asanas : Garudasan, Utkatasan, Natrajasan, Virbhadrasan, Konasan • Five Sitting Asanas : Paschimotanasan, Padmasan, Shashankasan, Gomukhasan, Ardhamatsayandrasan. • Five Basic Supine Lying Asanas : Sarvangasan, Halasan, Setubandhasan, chakras an, Pawan mukt asan. • Five Basic Prone Lying Asanas : Sarpasan, Shalabh Asan, Dhanurasan, Puranbhujang asan. • Surya Namaskar 			
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Practicum	30	➤ Practicum	70
• Class Participation:	5	Five Basic Standing Asanas	- 10
• Demonstration of Asanas	10	Five Basic Sitting Asanas	- 10
• Mid-Term Exam:	15	Five Basic Supine Lying Asanas	- 10
		Five Basic Prone Lying Asanas	- 10
		Surya Namaskar	- 10
		Practical File	- 10
		Vivo Voce	- 10

Syllabus of Examination for Post Graduate Diploma

Programme: Post Graduate Diploma in Yoga 2nd Semester

as per NEP 2020 Curriculum and Credit Framework for Postgraduate Programme with
Multiple Entry-Exit, Internship and CBCS-LOCF With effect from the

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Practical-4

Session: 2024-25			
Part A - Introduction			
Name of the Programme	P.G. Diploma in Yoga		
Semester	2 nd Semester		
Name of the Course	Paranayamas and Shudhi Kriya		
Course Code	M24-YGA-206		
Course Type	Practicum Course 4		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Demonstrate basic Paranayama CLO 2: Demonstrate basic Shuddhi Kriya CLO 3: To teach different aspects of basic paranayama. CLO 4: To teach various aspects of Shudhi Kriyas.		
Credits	Theory	Practical	Total
	0	4	4
Teaching Hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Time	0	4 hours (or as decided by PGBOS)	
Part B- Contents of the Course			
Practical			Contact Hours
Demonstration of Paranayamas: <ul style="list-style-type: none"> • Anulom Vilom • Suryabhedan • Chandrabhedan • Bhastrika • Bhramari Demonstration of Shuddhi Kriya: <ul style="list-style-type: none"> • Dhauti- Vaman Kunjal Agnisar • Nauli • Neti- Rubber Neti 			120
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Practicum	30	➤ Practicum	70
• Class Participation:	5	Demonstration of Basic Paranayamas: 25 Marks • Anuloma Viloma, Bhastrika, Bhramari, Sheetli & Sitkari, Ujjayi ans Kapalbhathi Demonstration of Basic Shuddhi Kriya: 25 Marks • Basti, Neti and Nauli Practical File : 10 Marks	
• Demonstration of Asanas	10		
• Mid-Term Exam:	15		

		Vivo Voce	:	10	Marks
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Session: 2024-25			
Part A - Introduction			
Name of the Programme	Common to all PG Programmes		
Semester	2 nd		
Name of the Course	Constitutional, Human and Moral Values, and IPR		
Course Code	M24-CHM-201		
Course Type	CHM		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO-1: Learn the different Constitutional Values, Fundamental rights and duties enshrined in the India Constitution.</p> <p>CLO-2: Understand humanism, human virtues and values, and idea of International peace.</p> <p>CLO-3: Grasp the basic concepts of Moral Values and Professional Conduct which are required to become a part of the civil society and for developing professionalism.</p> <p>CLO-4: Understand concepts of Intellectual Property Rights, Copyright, Patent, Trademark etc., and about threats of Plagiarism.</p>		
Credits	Theory	Credits	Theory
	2	0	2
Teaching Hours per week	2	0	2
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	3 hours		
Part B- Contents of the Course			
<p>Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.</p>			
Unit	Topics		Contact Hours
I	<p>Constitutional Values: Historical Perspective of Indian Constitution; Basic Values enshrined in the Preamble of the Indian Constitution; Concept of Constitutional Morality; Patriotic Values and Ingredients Nation Building; Fundamental Rights and Duties ; Directive Principles of the State Policy.</p>		08

II	Humanistic Values: Humanism, Human Virtues and Civic Sense; Social Responsibilities of Human Beings; Ethical ways to deal with human aspirations; Harmony with society and nature; Idea of International Peace and Brotherhood (VasudhaivKutumbkam).	07
III	Moral Values and Professional Conduct Understanding Morality and Moral Values; Moral Education and Character Building; Ethics of Relations: Personal, Social and Professional; Introduction to Gender Sensitization; Affirmative approach towards Weaker Sections (SCs, STs, OBCs, EWS& DAs); Ethical Conduct in Higher Education Institutions; Professional Ethics.	08
IV	Intellectual Property Rights: Meaning, Origins and Nature of Intellectual Property Rights (IPRs); Different Kinds of IPRs – Copyright, Patent, Trademark, Trade Secret/Dress, Design, Traditional Knowledge; Infringement and Offences of IPRs – Remedies and Penalties; Basics of Plagiarism policy of UGC.	07
Note: Scope of the syllabus shall be restricted to generic and introductory level of mentioned topics.		
Total Contact Hours		30
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
Ahuja, V K. (2017). <i>Law relating to Intellectual Property Rights</i> , India, IN: Lexis Nexis.		
Bajpai, B. L., <i>Indian Ethos and Modern Management</i> , New Royal Book Co., Lucknow, 2004.		
Basu, D.D., <i>Introduction to the Constitution of India</i> (Students Edition) Prentice Hall of India Pvt. Ltd., New Delhi, 20th ed., 2008.		
Dhar, P.L. & R.R. Gaur, <i>Science and Humanism</i> , Commonwealth Publishers, New Delhi, 1990.		
George, Sussan, <i>How the Other Half Dies</i> , Penguin Press, 1976.		
Govindarajan, M., S. Natarajan, V.S. Sendilkumar (eds.), <i>Engineering Ethics (Including Human Values)</i> , Prentice Hall of India Private Ltd, New Delhi, 2004.		
Harries, Charles E., Michael S. Pritchard & Michael J. Robins, <i>Engineering Ethics</i> , Thompson Asia, New Delhi, 2003.		
Illich, Ivan, <i>Energy & Equity</i> , Trinity Press, Worcester, 1974.		
Meadows, Donella H., Dennis L. Meadows, Jorgen Randers & William W. Behrens, <i>Limits to Growth: Club of Rome's Report</i> , Universe Books, 1972.		
Myneni, S.R, <i>Law of Intellectual Property</i> , Asian Law House.		
Narayanan, P, <i>IPRs</i> .		
Neeraj, P., &Khusdeep, D. (2014). <i>Intellectual Property Rights</i> , India, IN: PHI learning Private Limited.		
Nithyananda, K V. (2019). <i>Intellectual Property Rights: Protectionand Management</i> . India, IN: Cengage Learning India PrivateLimited.		

Palekar, Subhas, *How to practice Natural Farming*, Pracheen (Vaidik) KrishiTantraShodh, Amravati, 2000.

Phaneesh, K.R., *Constitution of India and Professional Ethics*, New Delhi.

Pylee, M.V., *An Introduction to Constitution of India*, Vikas Publishing, New Delhi, 2002.

Raman, B.S., *Constitution of India*, New Delhi, 2002.

Reddy, B., *Intellectual Property Rights and the Law*, Gogia Law Agency.

Reddy, N.H., SantoshAjmera, *Ethics, Integrity and Aptitude*, McGraw Hill, New Delhi.

Sharma, Brij Kishore, *Introduction to the Constitution of India*, New Delhi,

Schumacher, E.F., *Small is Beautiful: A Study of Economics as if People Mattered*, Blond & Briggs, Britain, 1973.

Singles, Shubham et. al., *Constitution of India and Professional Ethics*, Cengage Learning India Pvt. Ltd., Latest Edition, New Delhi, 2018.

Tripathy, A.N., *Human Values*, New Age International Publishers, New Delhi, 2003.

Wadehra, B.L., *Law relating to Intellectual Property*, Universal Law Publishing Co.

Relevant Websites, Movies and Documentaries:

Value Education Websites, <http://uhv.ac.in>, <http://www.uptu.ac.in>.

Story of Stuff, <http://www.storyofstuff.com>

Cell for IPR Promotion and Management: <http://cipam.gov.in/>.

World Intellectual Property Organization: <https://www.wipo.int/about-ip/en/>

Office of the Controller General of Patents, Designs & Trademarks: <http://www.ipindia.nic.in/>

Al Gore, *An Inconvenient Truth*, Paramount Classics, USA.

Charlie Chaplin, *Modern Times*, United Artists, USA.

Modern Technology – The Untold Story, IIT, Delhi.

A. Gandhi, *Right Here Right Now*, Cyclewala Productions.

SEMESTER-III

Kurukshetra University, Kurukshetra

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

("A++" Grade, NAAC Accredited)



Scheme of Examination

for

Post Graduate Programme

Post Graduate Diploma in Yoga Therapy

as per NEP 2020

**Curriculum and Credit Framework for Postgraduate Programme
with Internship and CBCS-LOCF With effect from the
Session 2024-25**

DEPARTMENT OF PHYSICAL EDUCATION

FACULTY OF EDUCATION

KURUKSHETRA UNIVERSITY, KURUKSHETRA -136119
HARYANA, INDIA

Programme Learning Outcomes(PLOs) for PG Programmes
as per NEP-2020

PLOs for P.G. Diploma in Yoga Therapy

PLOs	Post Graduate Diploma in Yoga Therapy
	After the completion of Post Graduate Diploma in Yoga Therapy the student will be able to:
PLO-1: Knowledge and Understanding	Demonstrate the fundamental and advanced knowledge of the subject and understanding of recent developments and issues, including methods and techniques, related to the Yoga Therapy .
PLO-2: General Skills	Acquire the general skills required for performing and accomplishing the tasks as expected to be done by a skilled professional in the fields of Yoga Therapy .
PLO-3: Technical/ Professional Skills	Demonstrate the learning of advanced cognitive technical/professional skills required for completing the specialized tasks related to the profession and for conducting and analyzing the relevant research tasks indifferent domains of the Yoga Therapy .
PLO-4: Communication Skills	Effectively communicate the attained skills of the Yoga Therapy in well-structured and productive manner to the society at large.
PLO-5: Application of Knowledge and Skills	Apply the acquired knowledge and skills to the problems in the subject area, and to identify and analyze the issues where the attained knowledge and skills can be applied by carrying out research investigations to formulate evidence-based solutions to complex and unpredictable problems associated with the field of Yoga Therapy or otherwise.
PLO-6: Critical thinking and Research Aptitude	Attain the capability of critical thinking in intra/inter-disciplinary areas of the Yoga Therapy enabling to formulate, synthesize, and articulate issues for designing of research proposals, testing hypotheses, and drawing inferences based on the analysis.
PLO-7: Constitutional, Humanistic, Moral Values and Ethics	Know constitutional, humanistic, moral and ethical values, and intellectual property rights to become a scholar/professional with ingrained values in expanding knowledge for the society, and to avoid unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.
PLO-8: Capabilities/qualities and mindset	To exercise personal responsibility for the outputs of own work as well as of group/team and for managing complex and challenging work(s) that requires new/strategic approaches.
PLO-9: Employability and job-ready skills	Attain the knowledge and skills required for increasing employment potential, adapting to the future work and responding to the rapidly changing demands of the employers/industry/society with time.

Kurukshetra University, Kurukshetra

Scheme of Examination for Postgraduate Programme: Post Graduate Diploma in Yoga Therapy as per NEP 2020 Curriculum and Credit Framework for Postgraduate Programmes (CBCS LOCF) with effect from the session 2024-25 Framework-2 (Scheme-P)

Semester	Course Type	Course Code	Nomenclature of course	Theory (T)/ Practical (P)	Credits		Contact hours per week L: Lecture P: Practical T: Tutorial				Internal Assessment Marks	End Term Examination Marks	Total Marks	Examination hours
					Total	L	T	P	Total					
1	CC-1	M24-YGA-101	Foundation of Yoga	T	4	26	4	0	0	4	30	70	100	3
	CC-2	M24-YGA-102	Anatomical and Physiological Aspect of Yoga	T	4		4	0	0	4	30	70	100	3
	CC-3	M24-YGA-103	Hatha Yoga	T	4		4	0	0	4	30	70	100	3
	CC-4	M24-YGA-104	Research Methodology in Yoga	T	4		4	0	0	4	30	70	100	3
	PC-1	M24-YGA-105	Demonstration of basic Asana	P	4		0	0	8	8	30	70	100	4
	PC-2	M24-YGA-106	Basic Pranayamas and Shudhi Kriya	P	4		0	0	8	8	30	70	100	4
	SEMINAR	M24-YGA-107	Teaching of Yoga	S	2		0	0	0	2	0	50	50	1
2	CC-5	M24-YGA-201	Traditional Yoga	T	4	26	4	0	0	4	30	70	100	3

CC-6	M24-YGA-207	Therapeutic aspect of Yoga	T	4	4	0	0	4	30	70	100	3
CC-7	M24-YGA-203	Applied Psychology in Yoga	T	4	4	0	0	4	30	70	100	3
CC-8	M24-YGA-204	Applied Statistics	T	4	4	0	0	4	30	70	100	3
PC-3	M24-YGA-208	Demonstration of Asana, Pranayamas and Shudhi Kriya	P	4	0	0	8	8	30	70	100	4
PC-4	M24-YGA-209	Yoga Therapy	P	4	0	0	8	8	30	70	100	4
CHM	M24- CHM-201		T	2	2	0	0	2	15	35	50	3
Internship	M24-INT-200	An internship course of 4 Credits of 4-6 weeks duration during summer vacation after IInd semester is to be completed by every student. Internship can be either for enhancing the employability or for developing the research aptitude.							50	50	100	

Note: There will be only one group in Practical.

Total Work Load = 34 Hours per week per semester

Kurukshetra University, Kurukshetra

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

("A++" Grade, NAAC Accredited)



Syllabus of Examination for Post Graduate Programme

Post Graduate Diploma in Yoga Therapy as per NEP 2020

**Curriculum and Credit Framework for Postgraduate Programme
with Internship and CBCS-LOCF With effect from the
Session 2024-25**

**DEPARTMENT OF PHYSICAL EDUCATION
FACULTY OF EDUCATION**

**KURUKSHETRA UNIVERSITY, KURUKSHETRA -136119
HARYANA, INDIA**

Syllabus of Examination

Programme: Post Graduate Diploma in Yoga Therapy 1st Semester

as per NEP 2020 Curriculum and Credit Framework for Postgraduate Programme with Internship and CBCS-LOCF With effect from the

Session 2024-25

Core Course – 1

Session: 2024-25			
Part A - Introduction			
Name of Programme	Post Graduate Diploma in Yoga Therapy		
Semester	1st Semester		
Name of the Course	Foundation of Yoga		
Course Code	M24-YGA-101		
Course Type	Core Course		
Level of the course	400 - 499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1: Describe the concept of yoga in ancient and modern time, principles and misconceptions of yoga in modern society.</p> <p>CLO 2: Explain different yogic schools like Vedanta Tradition, Patanjali, Hatha Yoga, Swara Yoga and Mantra Yoga.</p> <p>CLO 3: Illustrate yogis such as Sri T. Krishnamacharya, Swami Shivanada Saraswati, Swami Rama of Himalayas, Maharshi Mahesh Yogi, Guru Ghoraksh Nath, Swami Vivekanand etc. and their contribution in the development of yoga.</p> <p>CLO 4: Describe Ashtang yoga, Vedas, Types of Vedas, Upanishads, Prasthanatrayee, Purushartha Chatushtaya and Chakras.</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	INTRODUCTION AND EVOLUTION OF YOGA: <ul style="list-style-type: none"> Meaning & Definitions of Yoga according to various schools of thoughts. Aims and Objectives of Yoga Historical Background and Development of Yoga, 		15

	<ul style="list-style-type: none"> • True Nature and Principles of Yoga • Misconceptions about Yoga in Modern Society. • General introduction to Shad-darshanas with special emphasis on Samkhya and Yoga Darshana, • Yoga in Vedanta, Yoga in Ramayana, Yoga in Mahabharata 	
II	SCHOOLS OF YOGA <ul style="list-style-type: none"> • Introduction to Schools (Streams) of Yoga: Yoga Schools with Vedanta Tradition (Jnana, Bhakti, Karma and Dhyana), • Yoga Schools with Samkhya-Yoga Tradition (Yoga of Patanjali) and Yoga Schools with Tantric Tradition (Hatha Yoga, Swara Yoga and Mantra Yoga). • Elements of Yoga and Yogic practices in Jainism, Buddhism and Sufism. • Yoga in Medieval Literature, Bhakti Yoga of Medieval Saints, Yoga in Narada Bhakti Sutras 	15
III	FAMOUS YOGIES <ul style="list-style-type: none"> • Brief Biography, their Yoga Paramparas and Yogic contribution of Sri T. Krishnamacharya, Swami Shivanada Saraswati, Swami Rama of Himalayas and Maharshi Mahesh Yogi. • Brief Biography and Yogic Traditions of Ramakrishna, Swami Vivekananda, Shri Aurobindo, Maharshi Ramana and Swami Dayanand Saraswati 	15
IV	Ashtang, Vedas, Upanishads and Chakras <ul style="list-style-type: none"> • Meaning of Ashtang yoga, Steps of Ashtang yoga and their relevance in modern life. • Introduction to Vedas, Types of Vedas: Rigveda, Samaveda, Yajurveda, and Atharvaveda. Yoga in these Vedas. • Introduction to Upanishads, Prasthanatrayee and Purushartha Chatushtaya. • Meaning of Chakras, Types, Location and Significance of Chakras. 	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<p><i>Aggarwal MM (2010): Six Systems of Indian Philosophy, Chowkhamba Vidya Bhawan, Varanasi.</i> <i>Sharma, J.P. D (2007) manav jivan & yog friends publication, New Delhi</i> <i>Swami Bhuteshananda (2009) Nararad Bhakti, Advaita Ashrama Publication Dept. Kolkata II Edition.</i> <i>Hiriyanna M (2009), Outlines of Indian Philosophy, Motilal Banarsidass, New Delhi.</i> <i>Hiriyanna M (2008), Outlines of Indian Philosophy, Motilal Banarsidass, New Delhi.</i> <i>Parmanik T.N. D(2017) Yogkla, sports publication New Delhi</i> <i>Bhargav, G.M. D (2019) Yoga Education, Sports Publication, New Delhi</i> <i>Pritam Amrita (2007) Yoga Prichya and parampara, Khel Sahitya Kendra, New Delhi</i> <i>Yogender D. (2010) Yoga shiksha khel Shitya Kendra, New Delhi</i> <i>Shukla Atul, D. (2007) Yoga sadna, Khel Shitya Kendra, New Delhi</i> <i>Parmanik, T.N. D(2018) yoga education sports publication, New Delhi.</i></p>		

Syllabus of Examination

Programme: Post Graduate Diploma in Yoga Therapy 1st Semester

as per NEP 2020 Curriculum and Credit Framework for Postgraduate Programme with Internship and CBCS-LOCF With effect from the

Session 2024-25

Core Course – 2

Session: 2024-25			
Part A - Introduction			
Name of Programme	Post Graduate Diploma in Yoga Therapy		
Semester	1 st Semester		
Name of the Course	Anatomical and Physiological Aspect of Yoga		
Course Code	M24-YGA-102		
Course Type	Core Course		
Level of the course	400 - 499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Describe the anatomy, physiology, cell and musculoskeletal systems. CLO 2: Explain basic anatomy, physiology and effect of yoga on digestive and excretory system. CLO 3: Illustrate basic anatomy, physiology and effect of yoga on Cardiovascular and respiratory system. CLO 4: Describe basic anatomy, physiology and effect of yoga Nervous and Endocrine System.		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Introduction of anatomy, physiology, cell and musculoskeletal systems: <ul style="list-style-type: none"> • Meaning and Definition of Anatomy and Physiology • Structure and functions of Cell and Tissue • Meaning and Types of bones, joints and muscles, • Gross and Microscopic structure of Skelton Muscle, • Mechanism of Muscle contraction, Effect of Yoga Asana on Bones and Muscles 		15
II	Introduction of digestive and excretory system: <ul style="list-style-type: none"> • Basic Anatomy of Digestive system, Gastric secretion, Pancreatic secretion, Gastric motility-digestive peristalsis Gastrointestinal hormones • Mechanism of food absorption, 		15

	<ul style="list-style-type: none"> • Structure and functions of kidney and Nephrons. • Mechanism of urine formations • Effect of Yoga on Digestive and Excretory system 	
III	Introduction of Cardiovascular and respiratory system: <ul style="list-style-type: none"> • Circulatory system- Functional anatomy of the heart, Properties of cardiac muscles, Conducting system of the heart, types of blood circulations. Meaning of Stroke Volume, Heart Rate, Cardiac Output, Blood Pressure, Cardiac Reserve Capacity. • Respiratory system- Anatomy of the Respiratory System, Mechanism of breathing, Ventilation, Regulation of respiration, Transport of gases, • Effect of yoga on Circulatory and Respiratory System. 	15
IV	Introduction of Nervous and Endocrine System <ul style="list-style-type: none"> • Basic anatomy of Nervous system, subdivisions of nervous system and their functions, Structure and properties of neurons, Functions of Sensory and Motor nervous system • Meaning and Types of glands exocrine glands: Pituitary, Thyroid, Parathyroid, Pancreas and Adrenal glands their secretions and functions. • Effect of yoga on nervous and endocrine System. 	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<p>Clarke, D.H. (1975). <i>Exercise Physiology</i>. New Jersey: Prentice Hall Inc., Englewood Cliffs.</p> <p>David, L Costill. (2004). <i>Physiology of Sport and Exercise</i>. Human Kinetics.</p> <p>Fox, E.L., and Mathews, D.K. (1981). <i>The Physiological Basis of Physical Education and Athletics</i>. Philadelphia: Sanders College Publishing.</p> <p>Guyton, A.C. (1976). <i>Textbook of Medical Physiology</i>. Philadelphia: W.B. Sanders co.</p> <p>Richard, W. Bowers. (1989). <i>Sport Physiology</i>. WMC: Brown Publishers.</p> <p>Sandhya Tiwaji. (1999). <i>Exercise Physiology</i>. Sport Publishers.</p> <p>Shaver, L. (1981). <i>Essentials of Exercise Physiology</i>. New Delhi: Subject Publications.</p> <p>Vincent, T. Murche. (2007). <i>Elementary Physiology</i>. Hyderabad: Sport Publication.</p> <p>William, D. Mc Aradle. (1996). <i>Exercise Physiology, Energy, Nutrition and Human Performance</i>. Philadelphia: Lippincott Williams and Wilkins Company.</p> <p>Gupta, A. P. (2010). <i>Anatomy and physiology</i>. Agra: SumitPrakashan.</p> <p>Gupta, M. and Gupta, M. C. (1980). <i>Body and anatomical science</i>. Delhi: Swaran Printing Press.</p> <p>Guyton, A.C. (1996). <i>Textbook of Medical Physiology</i>, 9th edition. Philadelphia: W.B.Saunders.</p> <p>Karpovich, P. V. (n.d.). <i>Philosophy of muscular activity</i>. London: W.B. Saunders Co.</p> <p>Lamb, G. S. (1982). <i>Essentials of exercise physiology</i>. Delhi: Surjeet Publication.</p> <p>Moorthy, A. M. (2014). <i>Anatomy physiology and health education</i>. Karaikudi: Madalayam Publications.</p> <p>Morehouse, L. E. & Miller, J. (1967). <i>Physiology of exercise</i>. St. Louis: The C.V. Mosby Co.</p> <p>Pearce, E. C. (1962). <i>Anatomy and physiology for nurses</i>. London: Faber & Faber Ltd.</p> <p>Sharma, R. D. (1979). <i>Health and physical education</i>, Gupta Prakashan.</p> <p>Singh, S. (1979). <i>Anatomy of physiology and health education</i>. Ropar: Jeet Publications.</p>		

Syllabus of Examination

Programme: Post Graduate Diploma in Yoga Therapy 1st Semester

as per NEP 2020 Curriculum and Credit Framework for Postgraduate Programme with Internship and CBCS-LOCF With effect from the

Session 2024-25

Core Course – 3

Session: 2024-25			
Part A - Introduction			
Name of Programme	Post Graduate Diploma in Yoga Therapy		
Semester	1 st Semester		
Name of the Course	Hatha Yoga		
Course Code	M24-YGA-103		
Course Type	Core Course		
Level of the course	400 - 499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Describe the Aim, objectives, misconceptions, Rules & Regulations of Hatha Yoga CLO 2: Explain Classifications, Benefits, precautions, and contraindications of Asanas CLO 3: Illustrate Meaning, Types, Benefits and contraindications of Pranayama CLO 4: Describe definition, Benefits, precautions and contraindications of Bandha and Mudras.		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Introduction of Hatha Yog: <ul style="list-style-type: none"> • Meaning and Definition of Hatha Yoga, Hatha Yoga According to various texts: . Siddhasiddhanta paddhati, Hatha Pradeepika, Gheranda Samhita, Hatha Ratnavali and Shiva Samhita. • Aim & objectives of Hatha Yog, Misconceptions about Hatha Yoga. • Prerequisites of Hatha Yoga (dasha yama and dasha niyama), • Concept of Shodhana kriyas in Hatha Yoga, Importance of Shodhana kriyas in health and disease. • Rules & Regulations to be followed by Hatha Yoga Sadhakas. 		15
II	Asanas in Hatha Texts:		15

	<ul style="list-style-type: none"> • Definition, pre requisites and special features of Yoga-asana • Asanas in Hatha Pradeepika, Hatha Ratnavali, Gheranda Samhita. • Classifications of Asanas: As per Utility (Cultural, Meditative & Relative) and As per pre-position (Standing, Sitting, Spine, Prone, Balancing, Forward bending, backward bending, Twisting and Inversion) • Benefits, precautions, and contraindications of different Asanas. 	
III	Pranayama in Hatha Texts: <ul style="list-style-type: none"> • Meaning and Types of Pranayama, Concept of Prana & Ayama, • Pranayama its phases and stages; Prerequisites and Principles of Pranayama in Hatha Yoga Sadhana; • Pranayama in Hatha Pradeepika, Hatha Ratnavali & Gheranda Samhita; • Benefits and contraindications of Pranayama. 	15
IV	Bandha, Mudra and other practices: <ul style="list-style-type: none"> • Meaning, definition and Types of Bandha and Mudras in Hatha Pradeepika, Hatha Ratnavali and Gheranda Samhita; • Benefits, precautions and contraindications of Bandha and Mudras • Definition, benefits and Techniques of Pratyahara, Dharana and Dhyana in Gheranda Samhita; • Concept and benefits of Nada and Nadanusandhana in Hatha Pradeepika, Four Avasthas (stages) of Nadanusandhana; • Relationship between Hatha Yoga and Raja Yoga; 	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<p><i>Swami Satyananda (1998) hathyog pradipika, munger publications Bihar</i> <i>Pancham Singh, the hathyog pradipika, Dev Publisher</i> <i>Hathyog Pradipika, by swami swatma ram, Kaivalya Dham, Lonavla Pune.</i> <i>Singh, S. (1979). Anatomy of physiology and health education. Ropar: Jeet Publications.</i> <i>Asana Pranayama Mudra Bandha– Swami Satyananda Saraswati, Yoga Publication Trust, Munger, Bihar.</i> <i>Hatha Yoga Pradipika– Swami Muktibodhananda, Yoga Publication Trust, Munger, Bihar.</i> <i>Gheranda Samhita– Swami Nityananda Saraswati, Yoga Publication Trust, Munger, Bihar.</i> <i>Swami Niranjanananda Saraswati: Asana Pranayama Mudra Bandha; Bihar school of yoga publications. Munger, 2001 2. Swami Niranjanananda Saraswati: Dharana Darshan; ; Bihar school of yoga publications. Munger, 2001 BOOKS FOR REFERENCES I. Basavaraddi I. V. & Others : Teachers Manual for School Teachers, MDNIY, New Delhi, 2010 2. Joshi, K.S. : Yogic Pranayama, Oriental Paperback, New Delhi.</i></p>		

Syllabus of Examination

Programme: Post Graduate Diploma in Yoga Therapy 1st Semester

as per NEP 2020 Curriculum and Credit Framework for Postgraduate Programme with Internship and CBCS-LOCF With effect from the

Session 2024-25

Core Course – 4

Session: 2024-25			
Part A - Introduction			
Name of Programme	P.G. Diploma in Yoga Therapy		
Semester	1st Semester		
Name of the Course	Research Methodology in Yoga		
Course Code	M24-YGA-104		
Course Type	Core Course		
Level of the course	400 - 499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Describe the meaning and types of Research, Explain the concept of Research Problem, limitation, delimitation and Variables, CLO 2: Explain methods of researches : Historical, Philosophical, Survey Studies, Experimental and survey. CLO 3: Illustrate Concept of Sampling, Hypothesis and Survey of Related Literature. CLO 4: Describe the concept of Research Proposal and Research Report in detail.		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Introduction of Research Methodology <ul style="list-style-type: none"> • Meaning and Definition of Research. • Types of Research in Yoga: Analytical, Descriptive, Experimental, Qualitative and Meta Analysis. • Meaning and Definition of Research Problem, Location of research problem, criteria for Selection of Research Problem. • Delimitation and limitations of research problem • Variables: Meaning of Variables, types of variables: Dependent, 		15

	Independent, Control, Extraneous, Moderator and Predictor	
II	Methods of Research in Physical Education <ul style="list-style-type: none"> • Historical Research: Meaning of Historical Research, Sources of Historical Research: Primary Data and Secondary Data, Historical Criticism: Internal Criticism and External Criticism. • Philosophical Research: Meaning of Philosophical Research, Steps in Critical Thinking. • Survey Studies: Meaning of Survey, Tools of Survey Research: Questionnaire and Interview. • Experimental Research – Meaning of Experimental Research, Types of Experimental Design: Single Group Design, Reverse Group Design, Repeated Measure Design, Static Group Comparison Design, Equated Group Design and Factorial Design. • Case Studies: Meaning of Case Studies, steps of case studies. 	15
III	Concept of Sampling, Hypothesis and Survey of Related Literature <ul style="list-style-type: none"> • Meaning of Sample and Population. Types of Sampling: Probability Methods and Non- Probability Methods. • Meaning of Hypothesis, Importance Hypothesis in research, Types of Hypothesis, Type 1 and Type 2 errors in Hypothesis testing. • Meaning of Survey of Related Literature, Need for surveying related literature, Literature Sources – Primary and Secondary, Steps in Literature Search. • Writing of Literature review for thesis and research paper. 	15
IV	Research Proposal and Research Report <ul style="list-style-type: none"> • Research Proposal: Meaning and Significance of Research Proposal, Format of a synopsis. • Research Report: Meaning of Research Report, Chaptalization of Thesis/ Dissertation: Title page, Preliminary documents, Text (introductions and chapters), Back matter (notes, bibliography or references, appendices, glossary). • Method of writing a research paper. Technicalities of writing: Footnote and Bibliography. • Ethical Issues in Research: Areas of Scientific Dishonesty, Ethical Issues regarding Copyright. 	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<i>Best J. W (1971) Research in Education, New Jersey; Prentice Hall, Inc</i> <i>Clarke David. H & Clarke H, Harrison (1984) Research processes in Physical Education, New Jersey; Prentice Hall Inc.</i> <i>Craig Williams and Chris Wragg (2006) Data Analysis and Research for Sport and Exercise Science, London Routledge Press</i> <i>Jerry R Thomas & Jack K Nelson (2000) Research Methods in Physical Activities; Illonosis; Human Kinetics</i>		

Kamlesh, M. L. (1999) Reserach Methodology in Physical Education and Sports, New Delhi
Moses, A. K. (1995) Thesis Writing Format, Chennai; Poompugar Pathippagam
Rothstain, A (1985) Research Design and Statistics for Physical Education, Englewood Cliffs: Prentice Hall, Inc
Subramanian, R, Thirumalai Kumar S & Arumugam C (2010) Research Methods in Health, Physical Education and Sports, New Delhi; Friends Publication
Moorthy A. M. Research Processes in Physical Education (2010); Friend Publication, New Delhi.
Thomous J R, Nelson J S & Silverman S, (2005) Research Methodology in Physical Activity by Humen Kinetics, 5th Ed.
Kothari C R (2004) Research Methodology Methods and Techniques, new age international (p) limited, publishers, 2nd ed.,

Syllabus of Examination

Programme: P.G. Diploma in Yoga Therapy 1st Semester

as per NEP 2020 Curriculum and Credit Framework for Postgraduate Programme with
Internship and CBCS-LOCF With effect from the

Session 2024-25

Practicum – 1

Session: 2024-25			
Part A - Introduction			
Name of the Programme	P.G. Diploma in Yoga Therapy		
Semester	1 st Semester		
Name of the Course	Demonstration of basic Asana		
Course Code	M24-YGA-105		
Course Type	Practicum Course		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Demonstrate basic standing asanas CLO 2: Demonstrate basic sitting asanas CLO 3: Demonstrate basic Supine and prone Lying asanas CLO 4: Demonstrate Suryamnmaskar		
Credits	Theory	Practical	Total
	0	4	4
Teaching Hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Time	0	4 hours (or as decided by PGBOS)	
Part B- Contents of the Course			
Practical			Contact Hours
Demonstration of Basic Asana: <ul style="list-style-type: none"> • Five Basic Standing Asanas • Five Basic Sitting Asanas • Five Basic Supine Lying Asanas • Five Basic Prone Lying Asanas • Surya Namaskar 			120
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Practicum	30	➤ Practicum	70
• Class Participation:	5	Five Basic Standing Asanas	- 10
• Demonstration of Asanas	10	Five Basic Sitting Asanas	- 10
		Five Basic Supine Lying Asanas	- 10
• Mid-Term Exam:	15	Five Basic Prone Lying Asanas	- 10
		Surya Namaskar	- 10
		Practical File	- 10
		Vivo Voce	- 10

Syllabus of Examination

Programme: P.G. Diploma in Yoga Therapy 1st Semester

as per NEP 2020 Curriculum and Credit Framework for Postgraduate Programme with
Internship and CBCS-LOCF With effect from the

Session 2024-25

Practicum – 2

Session: 2024-25			
Part A - Introduction			
Name of the Programme	P.G. Diploma in Yoga Therapy		
Semester	1 st Semester		
Name of the Course	Basic Paranayamas and Shuddhi Kriya		
Course Code	M24-YGA-106		
Course Type	Practicum Course		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Demonstrate basic Paranayama CLO 2: Demonstrate basic Shuddhi Kriya		
Credits	Theory	Practical	Total
	0	4	4
Teaching Hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Time	0	4 hours (or as decided by PGBOS)	
Part B- Contents of the Course			
Practical			Contact Hours
Demonstration of Basic Paranayamas: <ul style="list-style-type: none"> • Anuloma Viloma, • Bhastrika • Bhramari • Sheetli & Sitkari, • Ujjayi • Kapalbhata 			120
Demonstration of Basic Shuddhi Kriya: <ul style="list-style-type: none"> • Basti • Neti • Nauli 			
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Practicum	30	➤ Practicum	70
• Class Participation:	5	Demonstration of Basic Paranayamas: 25 Marks • Anuloma Viloma, Bhastrika, Bhramari, Sheetli & Sitkari, Ujjayi and Kapalbhata Demonstration of Basic Shuddhi Kriya: 25 Marks • Basti, Neti and Nauli Practical File : 10 Marks Vivo Voce : 10 Marks	
• Demonstration of Asanas	10		
• Mid-Term Exam:	15		

Syllabus of Examination

Programme: P.G. Diploma in Yoga Therapy 1st Semester

as per NEP 2020 Curriculum and Credit Framework for Postgraduate Programme with
Internship and CBCS-LOCF With effect from the
Session 2024-25

Seminar

Session: 2024-25	
Name of the Programme	P.G. Diploma in Yoga Therapy
Semester	1st semester
Name of the Course	Teaching of Yoga
Course Code	M24-YGA-107
Course Type: (CC/DEC/PC/Seminar/CHM/OEC/EEC)	Seminar
Level of the course	400-499
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLOs: Develop the skill to teach different aspects of Yoga.
Credits	Seminar 2
Teaching Hours per week	2
Max. Marks	50
Internal Assessment Marks	0
End Term Exam Marks	50
Examination Time	1 hour
<u>Instructions for Examiner:</u> Each Student is required to present 5 Seminars on the different aspects of yoga during the whole semester. Final Seminar will be evaluated two Internal Teachers and the parameters of evaluation will be decided by the staff council.	

Kurukshetra University, Kurukshetra

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

("A++" Grade, NAAC Accredited)



Scheme of Examination for Post Graduate Programme

Post Graduate Diploma in Yoga Therapy

as per NEP 2020

**Curriculum and Credit Framework for Postgraduate Programme
with Internship and CBCS-LOCF With effect from the
Session 2024-25**

**DEPARTMENT OF PHYSICAL EDUCATION
FACULTY OF EDUCATION
KURUKSHETRA UNIVERSITY, KURUKSHETRA -136119
HARYANA, INDIA**

Syllabus of Examination for Post Graduate Diploma
Programme: Post Graduate Diploma in Yoga Therapy 2nd Semester
as per NEP 2020 Curriculum and Credit Framework for Postgraduate Programme with
Multiple Entry-Exit, Internship and CBCS-LOCF With effect from the
Session 2024-25
Core Course – 5

Session: 2024-25			
Part A - Introduction			
Name of Programme	Post Graduate Diploma in Yoga Therapy		
Semester	2nd Semester		
Name of the Course	TRADITIONAL YOGA		
Course Code	M24-YGA-201		
Course Type	Core Course 5		
Level of the course	400 - 499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 201.1	enhance the conceptual knowledge of Patanjali Yoga Sutra, Chitt ki Avastsa, Chitt ki Bhoomi, Chitt Varitties and its types.	
	CLO 201.2	enhance the knowledge of different ways to achieve Raj Yoga, disturbance in yogic practices and Sahayak Tatav in Yog Sadna.	
	CLO 201.3	enhance the knowledge about various yogis and their contribution in yoga such as Maharishi Patanjali, Mahatma Buddha, Mahavir Jain and Swami Vivekanand.	
	CLO 201.4	understand the knowledge about different Bhakti & Siddhies like Panchikaran Prakirya, Panchkosh Theory, Navdha Bhakti and Astha Siddhi.	
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100

Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics	Contact Hours	
I	<u>Patanjali Yog Sutra:</u> <ul style="list-style-type: none"> • Yoga: Meaning according to Patanjali Yoga Sutra. • Importance of Patanjali Yog Sutra in Life. • Chiit: Meanging and its avastha (states of chitta) • Chitt Bhumi: Meaning and types. • Chitt Vritties: Meaning and types. 	15	
II	<u>Yoga Practices</u> <ul style="list-style-type: none"> • Raj Yog: Meaning and different way to achieve Raj Yog. • Disturbance inYogic Practices (Badhak Tatva). • Yog Sadhana: Meaning and its Sahayak Tatav acc. To Hath pradipika and patanjali yog sutra. • Solution of Chiit Vritties Nirodhopaya. 	15	
III	<u>Maharishi and their contribution</u> <ul style="list-style-type: none"> • Maharishi Patanjali: His contribution in development of Yoga. • Mahatma Budh: His teachings & contribution in Yoga. • Mahavir Jain: His teachings & contribution in Yoga. • Swami Vivekanand: His teaching and contribution in Yoga. 	15	
IV	<u>Bhakti & Sidhies</u> <ul style="list-style-type: none"> • Panchikaran Prakriya: Meaning and parts. • Panch Prana and Upaprana. • Panch Kosh Theory: Meaning and types. • Navdha Bhakti: Meaning and types. • Astha Sidhi: Meaning and types. • Techniques of awakening kundalini Shakti. 	15	
Total Contact Hours			60
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Theory	30	➤ Theory:	70
• Class Participation:	5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	10		
• Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
<i>Pritam Amrita (2007) Yoga Prichya and parampara, Khel Sahitya Kendra, New Delhi</i>			
<i>Yogender D. (2010) Yoga shiksha khel Shitya Kendra, New Delhi</i>			
<i>Shukla Atul, D. (2007) Yoga sadna, Khel Shitya Kendra, New Delhi</i>			
<i>Parmanik, T.N. D(2018) yoga education sports publication, New Delhi</i>			

Syllabus of Examination for Post Graduate Diploma
Programme: Post Graduate Diploma in Yoga Therapy 2nd Semester
as per NEP 2020 Curriculum and Credit Framework for Postgraduate Programme with
Multiple Entry-Exit, Internship and CBCS-LOCF With effect from the
Session 2024-25
Core Course – 6

Session: 2024-25			
Part A - Introduction			
Name of Programme	Post Graduate Diploma in Yoga Therapy		
Semester	2nd Semester		
Name of the Course	Therapeutic aspect of yoga		
Course Code	M24-YGA-207		
Course Type	Core Course 6		
Level of the course	400 - 499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 207.1 Understand the meaning, scope, principles, importance and limitations of yoga therapy.</p> <p>CLO207.2 Enhance the knowledge about diseases, their causes, classifications and treatment of different types of postural deformities through yog therapy.</p> <p>CLO207.3 Enhance the knowledge of hypertension, obesity, blood glucose disorders, gastric intestinal problem, cardio respiratory disorders, their causes, symptoms and treating life style disorders through yog therapy.</p> <p>CLO 207.4 Understand the meaning, causes, symptoms of stress, anxiety, depression insomnia, and adjustment and their yogic treatment.</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
<p><u>Instructions for Paper- Setter:</u> The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.</p>			

Unit	Topics	Contact Hours
I	<p><u>YOGA THERAPY: AN INTRODUCTION</u></p> <ol style="list-style-type: none"> 1. Meaning and Importance of Yoga Therapy in Modern Age. 2. Concept of Yoga Therapy. 3. Scope of Yoga Therapy. 4. Principles of Yoga Therapy. 5. Limitations of Using Yoga Therapy. 	15
II	<p><u>DISEASE & POSTURAL DEFORMITIES.</u></p> <ol style="list-style-type: none"> 1. Meaning & Causes of Diseases. 2. Types of Diseases: Communicable & Non-Communicable Disease. 3. Postural Deformities: Meaning and their Causes. 4. Types of Postural Deformities: KYPHOSIS, LORDOSIS SCIOLIOSIS, KNOCK-KNEE, and FLAT-FOOT. 5. Yoga Therapy for different Postural Deformities. 	15
III	<p><u>YOGA THERAPY FOR LIFE STYLE DISORDERS</u></p> <ol style="list-style-type: none"> 1. Cardio-vascular Diseases: Meaning and their Causes. 2. Hypertension: Meaning, Causes and treatment through Yoga Therapy. 3. Atherosclerosis: Meaning, Causes and treatment through Yoga Therapy. 4. Obesity: Meaning, Causes and treatment through Yoga Therapy. 5. Diabetes: Meaning, Causes, types and treatment through Yoga Therapy. 	15
IV	<p><u>YOGA THERAPY FOR CHRONIC HEALTH PROBLEMS</u></p> <ol style="list-style-type: none"> 1. Bronchi Asthma: Meaning, Causes and treatment through Yoga Therapy. 2. Chronic Obstructive Pulmonary Disease and Tuberculosis: Meaning, Causes and treatment through Yoga Therapy. 3. Thyroid Disorders: Meaning, Causes and Types of Thyroid Disorders 4. Hypo-thyroidism & Hyper-thyroidism: Meaning, Causes and Impact of Hypo-thyroidism & Hyper-thyroidism on the Body. 5. Treatment of Throid disorders through Yoga practices. 	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
<p>Recommended Books/e-resources/LMS: <i>Moorthy, A.M. (2005), "Yoga Therapy", Teacher Publising House, Coimbatore ISBN-9788180160240.</i> <i>Swami, Shivananda Saraswati, (1957) "Yoga Therapy, Umachal Yoga Ashram, Guwahati".</i> <i>Verma, Janki Prasad, (1962), "Rogo Ki Achuke Chikitsa" Leader Press, Allahabad.</i> <i>Yogeshwar, "Simple Yoga Therapy', Yoga Center, Madras. Tiwari, O.P., (1984), "Asanas-Why and How", Kaivalayadhama, Lonavala.</i> <i>Roga & Yoga- Swami Shivanand.</i></p>		

Syllabus of Examination for Post Graduate Diploma
Programme: Post Graduate Diploma in Yoga Therapy 2nd Semester
as per NEP 2020 Curriculum and Credit Framework for Postgraduate Programme with
Multiple Entry-Exit, Internship and CBCS-LOCF With effect from the
Session 2024-25
Core Course – 7

Session: 2024-25			
Part A - Introduction			
Name of Programme	Post Graduate Diploma in Yoga Therapy		
Semester	2nd Semester		
Name of the Course	APPLIED PSYCHOLOGY IN YOGA		
Course Code	M24-YGA-203		
Course Type	Core Course 7		
Level of the course	400 - 499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 203.1 Understand the meaning, scope, nature, branches and methods of psychology with relevance and contribution in teaching learning process of yoga education.</p> <p>CLO 203.2 Enhance the knowledge of laws of learning, learning curves, theories of learning, motivation and motivational theories.</p> <p>CLO 203.3 Understand the meaning definition, structure and theories of personality.</p> <p>CLO 203.4 Understand the meaning, principles, importance and process of Guidance and Counseling in yoga education.</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics		Contact Hours

I	<u>INTRODUCTION OF PSYCHOLOGY</u> 1. Psychology: Meaning, Definition and Importance of Psychology in Yoga. 2. Scope and Branches of Psychology. 3. Contribution of Psychology in Teaching & Learning Process of Yoga Education. 4. Methods of Psychology: Introspection, Survey and Experiment Method.	15
II	<u>LEARNING AND MOTIVATION</u> 1. Learning: Meaning, Definition, Laws of Learning and Learning Curves. 2. Theories of Learning: Thorndike's Trial and Error, Pavlov's learning by conditioning. 3. Motivation: Meaning and Definition of Motivation in Yoga. 4. Theories of Motivation: Abraham Maslow's Self Actualization Theory, Sigmund Freud's Instinct Theory.	15
III	<u>THEORIES OF PERSONALITY</u> 1. Personality: Meaning, Definition and Structure of Personality. 2. Theories of Personality: Sigmund Freud's Psycho-Analytical Theory 3. Kretschmer Theory of Personality. 4. Carl Jung theory of Personality.	15
IV	<u>GUIDANCE AND COUNSELLING</u> 1. Guidance: Meaning, Definition and Significance of guidance. 2. Principles of Guidance in Yoga Education. 3. Counseling: Meaning, Definition and Significance of Counseling. Different types of Counseling. 4. Good qualities of Counsellor	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<i>Dr. Arun Kumar Singh, Education Psychology (2015) Bharti Bhawan Publishers & Distributors.</i>		
<i>Dr. Dridge & Hung: Psychological Foundations of Education. Harper and Row Publishers.</i>		
<i>Kamlesh, M. L. Education Sports Psychology, New Delhi, Friends Pub., 2006.</i>		
<i>Jaswant kaur Vir – Psychology of Teaching and Learning (Twenty First Century Publication</i>		

Pardeep Kumar Sahu Patiala. (2008).
Baron, R. A. (2007). Psychology (Fifth edition) New Delhi: Pearson Prentic-Hall of India.
Baron, A. Rober, (2002) "Psychology", Pearson Education Vth Ed.
Cliffor T. Morgan, Richard a. King, John R. Weis and John Schopler (1993), "Introduction to Psychology" – 7th Edition. Tata Mcgraw Hill Book Co. New Delhi.

Syllabus of Examination for Post Graduate Diploma
Programme: Post Graduate Diploma in Yoga Therapy 2nd Semester
as per NEP 2020 Curriculum and Credit Framework for Postgraduate Programme with
Multiple Entry-Exit, Internship and CBCS-LOCF With effect from the
Session 2024-25
Core Course – 8

Session: 2024-25			
Part A - Introduction			
Name of Programme	Post Graduate Diploma in Yoga Therapy		
Semester	2nd Semester		
Name of the Course	APPLIED STATISTICS		
Course Code	M24-YGA-204		
Course Type	Core Course 8		
Level of the course	400 - 499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 204.1 understand the meaning , need and importance of statistics and concept of data and measures of central tendency its merit and limitations.</p> <p>CIO 204.2 understand and demonstrate variability, quartile deviation, percentile & quartile with computation, percentile, rank & its computation.</p> <p>CLO 204.3 apply computation of probability curve, Meaning & type of skewness & kurtosis, Calculation of probability, meaning, types, and computation of correlation.</p> <p>CLO 204.4 understand and apply meaning, advantage and types of graphical representation of data & meaning of two tailed, t-test and Anova testing.</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			

Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	<p><u>Introduction to Statistics and Measures of Central Tendency</u></p> <ol style="list-style-type: none"> 1. Meaning of Statistics. Need and importance of statistics in Yoga 2. Meaning of Data, Methods of organizing Data through Frequency Distribution. 3. Meaning of the Measures of Central Tendency, Computation Mean, Median and Mode. 4. Merits and limitations of Mean, Median and Mode 	15
II	<p><u>Introduction of Variability</u></p> <ol style="list-style-type: none"> 1. Meaning of measures of variability: Range, Quartile Deviation, Average Deviation and Standard Deviation. 2. Computation of Range, Quartile Deviation, Average Deviation and Standard Deviation. 3. Meaning of term Percentile and Quartiles Deviation. Computation of Percentile and Quartiles Deviation 4. Meaning of term Percentile Rank and Computation of Percentile Rank. 	15
III	<p><u>Introduction to Normal Probability Curve and Correlation</u></p> <ol style="list-style-type: none"> 1. Meaning of Normal Probability Curve and Properties of Normal Curve. 2. Meaning and types of Skewness and kurtosis. Sigma Scores and T – Scores. 3. Meaning and Types of Linear Correlation. Computation of Correlation Coefficient with Product Movement and Rank Difference Method. 	15
IV	<p><u>Graphical representation of data and testing of Hypothesis</u></p> <ol style="list-style-type: none"> 1. Meaning and advantage of Graphical Representation of Data. 2. Types of Bar Diagrams, Method of preparing Histogram, Frequency Polygon, Cumulative-Frequency Graph, Bar-Diagram and Pie Diagram. 3. Meaning of two – tailed and one tailed test of significance, 4. Computing significance of difference between two means with t – Test (independent samples) and One way ANOVA Test. 	15

Total Contact Hours			60
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Theory	30	➤ Theory:	70
• Class Participation:	5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	10		
• Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
<p><i>Clarke.HH.The Application of Measurement in Health and Physical Education,1992. Clarke,David H.and Clake H.Hares N. Research Process in Health Education Physical Education and Recreation . Englewood Cliffs, New Jersey, Prentice Hall, Inc.1986. Shaw. Dhananjoy. Fundamental statistics in Physical Education & Sports sciences, sports publication,2007.</i></p> <p><i>Margaret J. Safrit : Introduction to Measurement in Physical Education and Exercise Science, Time Mirror/ Mosy, College Publishing St. Louis. Toronte Bosion (2Nd. Edition-1998.</i></p> <p><i>Morey E. Garrett : Statistics in Psychology and Educated, David Meka Company Inc.</i></p> <p><i>Devinder K. Kansal : Test and Measurement in Sports and Physical Education, D.V.S.Publications, Kalkaji, New Delhi –110019.</i></p>			

Syllabus of Examination for Post Graduate
Programme P.G. Diploma in Yoga Therapy 2nd Semester

as per NEP 2020 Curriculum and Credit Framework for Postgraduate Programme with
Multiple Entry-Exit, Internship and CBCS-LOCF With effect from the
Session 2024-25

Practicum – 3

Session: 2024-25			
Part A - Introduction			
Name of the Programme	P.G. Diploma in Yoga Therapy		
Semester	2nd Semester		
Name of the Course	Demonstration of Advance Asana, Paranyamas and Shudhi Kriya		
Course Code	M24-YGA-208		
Course Type	Practicum Course 3		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Demonstrate Advance standing asanas CLO 2: Demonstrate Advance sitting asanas CLO 3: Demonstrate Advance Supine and prone Lying asanas CLO 4: Demonstrate Pragma Yog & All Pranayamas & Shudhi Kriyas		
Credits	Theory	Practical	Total
	0	4	4
Teaching Hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Time	0	4 hours (or as decided by PGBOS)	
Part B- Contents of the Course			
Practical			Contact Hours
Demonstration of Advance Asana:			120
<ul style="list-style-type: none"> • Five Advance Standing Asanas: Vatayanasan, Chakrasan, Natrajasan, Garud asan, Ardh Badh padmotanasan. • Five Advance Sitting Asanas: Bakasan, Akarnadhanuasan, Badhpadmasan, Shirshasan, Vihangasan. • Five Advance Supine Lying Asanas: Halasan, Setubandhsarvangasan, Padamsarvangasan, Chakrasan, Matasyasan. • Five Advance Prone Lying Asanas: Purnabhujangasan, Purnadhanurasan, Purnashalabhasan, Vrishchikasan. • Pragma Yog. • 			
Demonstration of All types of Pranayamas & Shudhi Kriyas			
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Practicum	30	➤ Practicum	70
• Class Participation:	5	Advance Asanas, Pranayamas & Shudhi Kriyas	- 40
• Demonstration of Asanas	10	Pragma Yog	- 10
• Mid-Term Exam:	15		

	Practical File	-	10
	Vivo Voce	-	10

Syllabus of Examination

Programme: P.G. Diploma in Yoga Therapy 2nd Semester

as per NEP 2020 Curriculum and Credit Framework for Postgraduate Programme with
Internship and CBCS-LOCF With effect from the

Session 2024-25

Practicum – 4

Session: 2024-25			
Part A - Introduction			
Name of the Programme	P.G. Diploma in Yoga Therapy		
Semester	2 nd Semester		
Name of the Course	Yoga Therapy		
Course Code	M24-YGA-209		
Course Type	Practicum Course 4		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: Yoga therapy for Cervical spondylitis CLO 2: Yoga therapy for Back-ache CLO 3: Yoga therapy for Diabetes and Thyroid. CLO 4: Yoga therapy for Stress, Depression and Anxiety		
Credits	Theory	Practical	Total
	0	4	4
Teaching Hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Time	0	4 hours (or as decided by PGBOS)	
Part B- Contents of the Course			
Practical			Contact Hours
Yoga Therapy for different diseases: <ul style="list-style-type: none"> • cervical Spondilitis • Back-ache • Diabetes • Thyroid • Stress • Depression • Anxiety 			120
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Practicum	30	➤ Practicum	70
• Class Participation:	5	Yoga Therapy for different diseases : 50 Practical File : 10 Marks Vivo Voce : 10 Marks	
• Demonstration of Asanas	10		
• Mid-Term Exam:	15		

Session: 2024-25			
Part A - Introduction			
Name of the Programme	Common to all PG Programmes		
Semester	2 nd		
Name of the Course	Constitutional, Human and Moral Values, and IPR		
Course Code	M24-CHM-201		
CourseType	CHM		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO-1: Learn the different Constitutional Values, Fundamental rights and duties enshrined in the India Constitution.</p> <p>CLO-2: Understand humanism, human virtues and values, and idea of International peace.</p> <p>CLO-3: Grasp the basic concepts of Moral Values and Professional Conduct which are required to become a part of the civil society and for developing professionalism.</p> <p>CLO-4: Understand concepts of Intellectual Property Rights, Copyright, Patent, Trademark etc., and about threats of Plagiarism.</p>		
Credits	Theory	Credits	Theory
	2	0	2
Teaching Hours per week	2	0	2
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	3 hours		
Part B- Contents of the Course			
<p>Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.</p>			
Unit	Topics		Contact Hours
I	<p>Constitutional Values: Historical Perspective of Indian Constitution; Basic Values enshrined in the Preamble of the Indian Constitution; Concept of Constitutional Morality; Patriotic Values and Ingredients Nation Building; Fundamental Rights and Duties ; Directive Principles of the State Policy.</p>		08

II	Humanistic Values: Humanism, Human Virtues and Civic Sense; Social Responsibilities of Human Beings; Ethical ways to deal with human aspirations; Harmony with society and nature; Idea of International Peace and Brotherhood (VasudhaivKutumbkam).	07
III	Moral Values and Professional Conduct Understanding Morality and Moral Values; Moral Education and Character Building; Ethics of Relations: Personal, Social and Professional; Introduction to Gender Sensitization; Affirmative approach towards Weaker Sections (SCs, STs, OBCs, EWS& DAs); Ethical Conduct in Higher Education Institutions; Professional Ethics.	08
IV	Intellectual Property Rights: Meaning, Origins and Nature of Intellectual Property Rights (IPRs); Different Kinds of IPRs – Copyright, Patent, Trademark, Trade Secret/Dress, Design, Traditional Knowledge; Infringement and Offences of IPRs – Remedies and Penalties; Basics of Plagiarism policy of UGC.	07
Note: Scope of the syllabus shall be restricted to generic and introductory level of mentioned topics.		
Total Contact Hours		30
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
Ahuja, V K. (2017). <i>Law relating to Intellectual Property Rights</i> , India, IN: Lexis Nexis.		
Bajpai, B. L., <i>Indian Ethos and Modern Management</i> , New Royal Book Co., Lucknow, 2004.		
Basu, D.D., <i>Introduction to the Constitution of India</i> (Students Edition) Prentice Hall of India Pvt. Ltd., New Delhi, 20th ed., 2008.		
Dhar, P.L. & R.R. Gaur, <i>Science and Humanism</i> , Commonwealth Publishers, New Delhi, 1990.		
George, Sussan, <i>How the Other Half Dies</i> , Penguin Press, 1976.		
Govindarajan, M., S. Natarajan, V.S. Sendilkumar (eds.), <i>Engineering Ethics (Including Human Values)</i> , Prentice Hall of India Private Ltd, New Delhi, 2004.		
Harries, Charles E., Michael S. Pritchard & Michael J. Robins, <i>Engineering Ethics</i> , Thompson Asia, New Delhi, 2003.		
Illich, Ivan, <i>Energy & Equity</i> , Trinity Press, Worcester, 1974.		
Meadows, Donella H., Dennis L. Meadows, Jorgen Randers & William W. Behrens, <i>Limits to Growth: Club of Rome's Report</i> , Universe Books, 1972.		
Myneni, S.R, <i>Law of Intellectual Property</i> , Asian Law House.		
Narayanan, P, <i>IPRs</i> .		
Neeraj, P., &Khusdeep, D. (2014). <i>Intellectual Property Rights</i> , India, IN: PHI learning Private Limited.		
Nithyananda, K V. (2019). <i>Intellectual Property Rights: Protectionand Management</i> . India, IN: Cengage Learning India PrivateLimited.		

Palekar, Subhas, *How to practice Natural Farming*, Pracheen (Vaidik) KrishiTantraShodh, Amravati, 2000.

Phaneesh, K.R., *Constitution of India and Professional Ethics*, New Delhi.

Pylee, M.V., *An Introduction to Constitution of India*, Vikas Publishing, New Delhi, 2002.

Raman, B.S., *Constitution of India*, New Delhi, 2002.

Reddy, B., *Intellectual Property Rights and the Law*, Gogia Law Agency.

Reddy, N.H., SantoshAjmera, *Ethics, Integrity and Aptitude*, McGraw Hill, New Delhi.

Sharma, Brij Kishore, *Introduction to the Constitution of India*, New Delhi,

Schumacher, E.F., *Small is Beautiful: A Study of Economics as if People Mattered*, Blond & Briggs, Britain, 1973.

Singles, Shubham et. al., *Constitution of India and Professional Ethics*, Cengage Learning India Pvt. Ltd., Latest Edition, New Delhi, 2018.

Tripathy, A.N., *Human Values*, New Age International Publishers, New Delhi, 2003.

Wadehra, B.L., *Law relating to Intellectual Property*, Universal Law Publishing Co.

Relevant Websites, Movies and Documentaries:

Value Education Websites, <http://uhv.ac.in>, <http://www.uptu.ac.in>.

Story of Stuff, <http://www.storyofstuff.com>

Cell for IPR Promotion and Management: <http://cipam.gov.in/>.

World Intellectual Property Organization: <https://www.wipo.int/about-ip/en/>

Office of the Controller General of Patents, Designs & Trademarks: <http://www.ipindia.nic.in/>

Al Gore, *An Inconvenient Truth*, Paramount Classics, USA.

Charlie Chaplin, *Modern Times*, United Artists, USA.

Modern Technology – The Untold Story, IIT, Delhi.

A. Gandhi, *Right Here Right Now*, Cyclewala Productions.

SEMESTER-III

INSTITUTE OF TEACHER TRAINING & RESEARCH, KUK
4-YEAR INTEGRATED TEACHER EDUCATION PROGRAMME (ITEP)
SCHEME OF EXAMINATION w.e.f. Session 2024-25

B.A. B.Ed (ITEP-Secondary Stage) in accordance with NEP-2020 Semester-I

Type of Course	Course Code	Nomenclature Of Course	Total Credits	Theory	Practical/Tutorial	Contact Hours	Duration of Exam. (in Hours)	External	Internal	Total Marks
CC-AI	B24-ITP-101	Evolution of Indian Education	4	3	1	4	3	70	30	100
DC/ IDC: Choose any 3 subjects (CC-BI, CC-CI, CC-DI) from following Groups (upto the maximum of 2 subjects from any of the group)										
GROUP-I : SOCIAL STUDIES										
	B23-HIS-101	Idea of Bharat	4	3	1	4	3	70	30	100
	B23-ECO-101	Micro Economics-I	4	3	1	4	3	70	30	100
	B23-GEO-101	Physical Geography (Theory)	4	3	----	3	3	50	20	100
		Practical		----	1	2	3	20	10	
	B23-POL-101	Principles of Political Science-I	4	3	1	4	3	70	30	100

GROUP-II: LANGUAGES										
	B23-HIN-101	Hindi Bhasha Avm Aadhunik Kavita	4	3	1	4	3	70	30	100
	B23-ENG-101	Introduction to Short Story & Basic Grammer	4	3	1	4	3	70	30	100
	B23-SKT-101	NITI-SAHITYAM VYAKARAN	4	3	1	4	3	70	30	100
	B23-PNB-101	ADHUNIK PUNJABI KAVITA TE VIHARIK PUNJABI	4	3	1	4	3	70	30	100
GROUP-III-OTHER ARTS SUBJECTS										
	B23-BMI-101	Fundamentals of North Indian Music: Theory	4	2	----	2	3	35	15	100
		Practical		----	2	4	6	35	15	
	B23-BMV-101	Musicology: Theory	4	2	----	2	3	35	15	100
		Practical		----	2	4	6	35	15	
	B23-MAT-101	Calculus	4	3	----	3	3	50	20	100
		Practical		----	1	2	3	20	10	
	B23-HSC-101	Home & Interior Décor	4	3	---	3	3	50	20	100
		Practical		---	1	2	4	20	10	

AEC/VAC 5.1: Choose any one										
AEC/V AC 5.1	B24-ITP-102	Language-I: Hindi (as per 8th Schedule of Constitution of India)	4	3	1	4	3	70	30	100
	B24-ITP-103	Language-I: Sanskrit (as per 8th Schedule of Constitution of India)	4	3	1	4	3	70	30	100
	B24-ITP-104	Language-I: English (as per 8th Schedule of Constitution of India)	4	3	1	4	3	70	30	100
	B24-ITP-105	Language-I: Punjabi (as per 8th Schedule of Constitution of India)	4	3	1	4	3	70	30	100
AEC/V AC 5.3.1	B24-ITP-106	Art Education (Performing & Visual) Theatre	2	----	2	4	3	35	15	50
AEC/V AC 5.4.1	B24-ITP-107	Understanding India-I (Indian Ethos & Knowledge Systems)	2	2	----	2	1.5	35	15	50

*Syllabi of DC/IDC (CC-BI, CC-CI and CC-DI) will be same as approved for Core Course of respective subject in UG Programmes.

B.A. B.Ed (ITEP-Secondary Stage)**SEMESTER-II**

Type of Course	Course Code	Nomenclature Of Course	Total Credits	Theory	Practical/ Tutorial	Contact Hours	Duration of Exam. (in Hours)	External	Internal	Total Marks
CC- A2	B24-ITP-201	Child Development & Educational Psychology	4	3	1	4	3	70	30	100
DC/ IDC: Continue with 3 subjects chosen in Ist Semester (CC-B2, CC-C2 and CC-D2)										
GROUP-I: SOCIAL STUDIES										
	B23-HIS-201	History of India (from earliest times to 1206)	4	3	1	4	3	70	30	100
	B23-ECO-201	Macro Economics-I	4	3	1	4	3	70	30	100
	B23-GEO-201	Human Geography (Theory)	4	3	----	3	3	50	20	100
		Practical		----	1	2	3	20	10	
	B23-POL-201	Principles of Political Science-II	4	3	1	4	3	70	30	100
GROUP-II: LANGUAGES										
	B23-HIN-201	Madhyakalin Hindi Kavita	4	3	1	4	3	70	30	100
	B23-ENG-201	Introduction to Prose and basic comprehension	4	3	1	4	3	70	30	100

	B23-SKT-201	Shrimad Bhagvat Geeta swastvritam chhand shastram	4	3	1	4	3	70	30	100
	B23-PNB-201	ADHUNIK PUNJABI GALP TE VIHARIK PUNJABI	4	3	1	4	3	70	30	100
GROUP-III : OTHER ART SUBJECTS										
	B23-BMI-201	History of non- percussion instruments and rags: Theory	4	2	----	2	3	35	15	100
		Practical		----	2	4	6	35	15	
	B23-BMV-201	Historical study of the musical terms: Theory	4	2	----	2	3	35	15	100
		Practical		----	2	4	6	35	15	
	B23-MAT-201	Algebra and number theory	4	3	----	3	3	70	30	100
		Practical		---	1	2	3			
	B23-HSC-201	Nutrition science	4	3	----	3	3	50	20	100
		Practical		---	1	2	4	20	10	

AEC/VAC 5.2 : Choose any other than studied in Ist Sem.										
AEC/VAC 5.2	B24-ITP-202	Language-II: Hindi (as per 8th Schedule of Constitution of India)	4	3	1	4	3	70	30	100
	B24-ITP-203	Language-II: Sanskrit (as per 8th Schedule of Constitution of India)	4	3	1	4	3	70	30	100
	B24-ITP-204	Language-II: English (as per 8th Schedule of Constitution of India)	4	3	1	4	3	70	30	100
	B24-ITP-205	Language-II: Punjabi (as per 8th Schedule of Constitution of India)	4	3	1	4	3	70	30	100
AEC/VAC 5.4.2	B24-ITP-206	Understanding India-II (Indian Ethos & Knowledge Systems)	2	2	----	2	1.5	35	15	50
AEC/VAC 5.5	B24-ITP-207	Teacher and society	2	2	----	2	1.5	35	15	50

*Syllabi of DC/IDC (CC-B2, CC-C2 and CC-D2) will be same as approved for Core Course of respective subject in UG Programmes.

INSTITUTE OF TEACHER TRAINING & RESEARCH, KUK
4-YEAR INTEGRATED TEACHER EDUCATION PROGRAMME (ITEP)
SCHEME OF EXAMINATION w.e.f. Session 2024-25

B.Sc. B.Ed (ITEP-Secondary Stage) in accordance with NEP-2020 Semester-I

Type of Course	Course Code	Nomenclature Of Course	Total Credits	Theory	Practical/ Tutorial	Contact Hours	Duration of Exam. (in Hours)	External	Internal	Total Marks
CC-AI	B24-ITP-101	Evolution of Indian Education	4	3	1	4	3	70	30	100
DC/ IDC/MDC: Choose any 3 subjects from either Group 1 or Group 2 (CC-BI, CC-CI and CC-DI)										
GROUP I: PHYSICAL SCIENCE										
	B23-MAT-101	Calculus	4	3	----	3	3	50	20	100
		Practical		----	1	2	3	20	10	
	B23-PHY-101	Mechanics: Theory	4	3	-----	3	3	50	20	100
		Practical		----	1	2	3	20	10	
	B23-CHE-101	Chemistry-I Theory	4	3	-----	3	3	50	20	100
		Practical		----	1	2	3	20	10	
	B23-CSE-101	Problem solving through C	4	3	-----	3	3	50	20	100
		Practical		-----	1	2	3	20	10	

GROUP -2 BIOLOGICAL SCIENCE										
	B23-BOT-101	Diversity of microbes, algae, fungi and archegoniate: Theory	4	3	-----	3	3	50	20	100
		Practical		----	1	2	3	20	10	
	B23-ZOO-101	Animal diversity of non chordatec: Theory	4	3	-----	3	3	50	20	100
		Practical		----	1	2	3	20	10	
	B23-CHE-101	Chemistry-I Theory	4	3	-----	3	3	50	20	100
		Practical		----	1	2	3	20	10	
AEC/VAC 5.1: Choose any one										
AEC/VAC 5.1	B24-ITP-102	Language-I: Hindi (as per 8th Schedule of Constitution of India)	4	3	1	4	3	70	30	100
	B24-ITP-103	Language-I: Sanskrit (as per 8th Schedule of Constitution of India)	4	3	1	4	3	70	30	100
	B24-ITP-104	Language-I: English (as per 8th Schedule of Constitution of India)	4	3	1	4	3	70	30	100

	B24-ITP-105	Language-I: Punjabi (as per 8th Schedule of Constitution of India)	4	3	1	4	3	70	30	100
AEC/VAC 5.3.1	B24-ITP-106	Art Education (Performing & Visual) Theatre	2	----	2	4	3	35	15	50
AEC/VAC 5.4.1	B24-ITP-107	Understanding India-I (Indian Ethos & Knowledge Systems)	2	2	----	2	1.5	35	15	50

*Syllabi of DC/IDC (CC-B2, CC-C2 and CC-D2) will be same as approved for Core Course of respective subject in UG Programmes.

B.Sc. B.Ed. (ITEP-Secondary Stage) SEMESTER-II

Type of Course	Course Code	Nomenclature Of Course	Total Credits	Theory	Practical/ Tutorial	Contact Hours	Duration of Exam. (in Hours)	External	Internal	Total Marks
CC-A2	B24-ITP-201	Child Development & Educational Psychology	4	3	1	4	3	70	30	100
DC/ IDC: Continue with three subjects as chosen in Ist Sem. (CC-B2, CC-C2 and CC-D2)										
GROUP I: PHYSICAL SCIENCE										
	B23-MAT-201	Algebra and number theory	4	3	---	3	3	70	30	100
		Practical		---	1	2	3			
	B23-PHY-201	Electricity and magnetism and EM : Theory	4	3	-----	3	3	50	20	100
		Practical		----	1	2	3	20	10	
	B23-CHE-201	Chemistry-II Theory	4	3	-----	3	3	50	20	100
		Practical		----	1	2	3	20	10	
	B23-CSE-201	Web Development	4	3	-----	3	3	50	20	100
		Practical		-----	1	2	3	20	10	

GROUP 2 : BIOLOGICAL SCIENCE										
	B23-BOT-201	Plant taxonomy and ecology : Theory	4	3	-----	3	3	50	20	100
		Practical		----	1	2	3	20	10	
	B23-ZOO-201	Animal diversity of chordatec: Theory	4	3	-----	3	3	50	20	100
		Practical		----	1	2	3	20	10	
	B23-CHE-201	Chemistry-II Theory	4	3	-----	3	3	50	20	100
		Practical		----	1	2	3	20	10	
AEC/VAC 5.2: Choose one language other than studied in Ist Semester										
AEC/V AC 5.2	B24-ITP-202	Language-II: Hindi (as per 8th Schedule of Constitution of India)	4	3	1	4	3	70	30	100
	B24-ITP-203	Language-II: Sanskrit (as per 8th Schedule of Constitution of India)	4	3	1	4	3	70	30	100
	B24-ITP-204	Language-II: English (as per 8th Schedule of Constitution of India)	4	3	1	4	3	70	30	100
	B24-ITP-205	Language-II: Punjabi (as per 8th Schedule of Constitution of India)	4	3	1	4	3	70	30	100
AEC/V AC 5.4.2	B24-ITP-206	Understanding India-II (Indian Ethos & Knowledge Systems)	2	2	----	2	1.5	35	15	50
AEC/V AC 5.5	B24-ITP-207	Teacher and Society	2	2	----	2	1.5	35	15	50

*Syllabi of DC/IDC (CC-B2, CC-C2 and CC-D2) will be same as approved for Core Course of respective subject in UG Programmes.

INSTITUTE OF TEACHER TRAINING & RESEARCH, KUK
4-YEAR INTEGRATED TEACHER EDUCATION PROGRAMME (ITEP)
SCHEME OF EXAMINATION w.e.f. Session 2024-25

B.Com. B.Ed (ITEP-Secondary Stage) in accordance with NEP-2020 Semester-I

Type of Course	Course Code	Nomenclature Of Course	Total Credits	Theory	Practical/ Tutorial	Contact Hours	Duration of Exam. (in Hours)	External	Internal	Total Marks
CC-AI	B24-ITP-101	Evolution of Indian Education	4	3	1	4	3	70	30	100
DC/ IDC:										
CC-BI	B23-COM-101	Financial Accounting	4	3	1	4	3	70	30	100
CC-CI	B23-COM-102	Business Laws	4	3	1	4	3	70	30	100
CC-DI	B23-COM-103	Business Management	4	3	1	4	3	70	30	100
AEC/VAC 5.1: Choose any one										
AEC/VAC 5.1	B24-ITP-102	Language-I: Hindi (as per 8 th Schedule of Constitution of India)	4	3	1	4	3	70	30	100
	B24-ITP-103	Language-I: Sanskrit (as per 8 th Schedule of Constitution of India)	4	3	1	4	3	70	30	100
	B24-ITP-104	Language-I: English (as per 8 th Schedule of Constitution of India)	4	3	1	4	3	70	30	100

	B24-ITP-105	Language-I: Punjabi (as per 8th Schedule of Constitution of India)	4	3	1	4	3	70	30	100
AEC/VAC 5.3	B24-ITP-106	Art Education (Performing & Visual) Theatre	2	----	2	4	3	35	15	50
AEC/VAC 5.4	B24-ITP-107	Understanding India-II (Indian Ethos & Knowledge Systems)	2	2	----	2	1.5	35	15	50

*Syllabi of DC/IDC (CC-B2, CC-C2 and CC-D2) will be same as approved for Core Course of respective subject in UG Programmes.

B.Com. B.Ed. (ITEP-Secondary Stage) SEMESTER-II

Type of Course	Course Code	Nomenclature Of Course	Total Credits	Theory	Practical/ Tutorial	Contact Hours	Duration of Exam. (in Hours)	External	Internal	Total Marks
CC-A2	B24-ITP-201	Child Development & Educational Psychology	4	3	1	4	3	70	30	100
DC/ IDC:										
CC-B2	B23-COM-201	Computerized Accounting System	4	3	1	4	3	70	30	100
CC-C2	B23-COM-202	Company law	4	3	1	4	3	70	30	100
CC-D2	B23-COM-203	Principles of marketing	4	3	1	4	3	70	30	100
AEC/VAC 5.2 : Choose any other than studied in Ist Semester										
AEC/VAC 5.2	B24-ITP-202	Language-II: Hindi (as per 8 th Schedule of Constitution of India)	4	3	1	4	3	70	30	100
	B24-ITP-203	Language-II: Sanskrit (as per 8 th Schedule of Constitution of India)	4	3	1	4	3	70	30	100
	B24-ITP-204	Language-II: English (as per 8 th Schedule of Constitution of India)	4	3	1	4	3	70	30	100
	B24-ITP-205	Language-II: Punjabi (as per 8 th Schedule of Constitution of India)	4	3	1	4	3	70	30	100

AEC/VAC 5.4.2	B24-ITP-206	Understanding India-II (Indian Ethos & Knowledge Systems)	2	2	----	2	1.5	35	15	50
AEC/VAC 5.5	B24-ITP-207	Teacher and Society	2	2	----	2	1.5	35	15	50

*Syllabi of DC/IDC (CC-B2, CC-C2 and CC-D2) will be same as approved for Core Course of respective subject in UG Programmes.

4-YEAR INTEGRATED TEACHER EDUCATION PROGRAMME

LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (LOCF)

As per NEP-2020

w.e.f. Academic Session 2024-25

SYLLABUS

ITEP (SECONDARY STAGE)

(Foundation of Education & AEC/VAC)

B.A. B.ED, B.SC. B.ED & B.COM. B.ED



KURUKSHETRA UNIVERSITY KURUKSHETRA

(Established by the State Legislature Act XII of 1956)

A++ Grade NAAC ACCREDITED

SEMESTER-I

SEMESTER – I

Part A – Introduction			
Subject	Foundation of Education		
Semester	I		
Name of the Course	Evolution Of Indian Education		
Course Code	B24-ITP-101		
Course Type	CC-A1		
Course Learning Outcomes (CLOs):	After completion of this course, student teachers will be able to: <ol style="list-style-type: none">1. Discuss genesis, vision, and evolution of education in Vedic Period, in Buddhist & Jain period and in Colonial period.2. Understand the finance and management system of educational institutions in Vedic period, in Buddhist & Jain period and in Colonial period.3. Explain contribution of Indian Thinkers in educational reform.4. Evaluate the various committees, commission and policies in 20st century.		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3	1	4
Max. Marks: 100 Internal Assessment Marks: 30 End Term Exam Marks: 70		Time: 03 Hours	

Part B- Contents of the Course

Instructions for Paper- Setter

Paper setter will set nine questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory and will carry 14 marks. There will be four short answer type Questions 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 unit, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.

Unit	Topics	Contact Hours
I.	<u>Ancient Indian Education: Vedic period</u> <ol style="list-style-type: none">1. Vision, objectives and salient features of Vedic Education System.2. Teaching and learning process in Vedic period.3. Development of educational institution: Finances and Management in Vedic period4. Famous Educational institutions and Guru-Shishyaparampara.5. Education at the time of Epics: Ramayana and Mahabharata.	15
II.	<u>Ancient Indian Education: Buddhist and Jain</u> <ol style="list-style-type: none">1. Vision, objectives and salient features of Buddhist and Jain period.2. Teaching and Learning Process in Buddhist and Jain period.3. Finance and Management of Educational Institutions in Buddhist and Jain period.4. Educational Institutions: Nalanda, Taxila, Vikramshila, Vallabhi, Nadia.5. Guru-Shishyaparampara in Buddhist and Jain period.	15
III.	<u>Colonial Education in India</u> <ol style="list-style-type: none">1. Macaulay Minutes, Wood Dispatch and westernization of Indian Education.2. Teaching and Learning Process in Colonial period.3. Finance and Management of Educational Institution in Colonial period.	15
IV.	<u>Modern Indian Education</u> <ol style="list-style-type: none">1. Educational thoughts: Savitribai and JyotibaPhule, Swami Vivekananda, Pt. MadanmohanMalaviya.2. Review of Secondary Education in India after Independence with special reference to:<ul style="list-style-type: none">- Secondary Education Commission (1952-53)- Indian Education Commission (1964-66)	15

	- National Policy on Education (1986) 3. NEP 2020: vision and implementation for a vibrant India.	
Suggested Activities	1. Prepare a report highlighting educational reforms with special reference to school education in the light of NEP 2020. 2. Compare vision, objectives and salient features of education during different periods. 3. Analysis of current educational strengths and weaknesses of one's own locality and work out a critical report.	
Suggested Evaluation Methods		
Internal Assessment: <ul style="list-style-type: none"> ● Class Participation: 05 Marks ● Seminar/presentation/assignment/quiz/activities etc.: 10Marks ● Mid-Term Exam: 15 Marks 		End Term Examination: 70 Marks
Part C-Learning Resources		
Recommended Books/e-resources/LMS: <ol style="list-style-type: none"> 1. Shashi Tiwari, History of Vedic Literature. New Bharatiya Book Corporation. 2. P.L Bhargava, India in the Vedic Age 3. SukhlalSanghavi, Ramesh S Betai, DalsukhMalvania, Essence Of Jainism 4. Dasgupta D.C, Jain system of Education, cal. 1942, 74-75 5. C.P.S Chauhan, Modern India Education: Policies Progress Problem 6. RadhakumudMookerji, Ancient Indian Education(Brahmanical& Buddhist) 1st Edition Pramood k. Naya, Colonial Education India. 7. Shankar Mukharji, Contemporly issues in Modern Indian Education. 8. Walia,J.S, Philosophical, Sociological and Economic basis of Education. Jalandar: Ahim Paul Publishers. 		

SEMESTER-I

Part A- Introduction			
Subject	Hindi		
Semester	I		
Name of the Course	Language 1 : Hindi (As per the 8 th Schedule of the Constitution of India)		
Course Code	B24-ITP-102		
Course Type	AEC/VAC		
Course Learning Outcomes (CLO) :	<p>सीखने के परिणाम</p> <p>पाठ्यक्रम पूरा करने के बाद, छात्र शिक्षक इसमें सक्षम होंगे :</p> <ul style="list-style-type: none"> ● विभिन्न संदर्भों में भाषा और उसके कार्यों को परिभाषित करें। ● भाषा और अनुभूति के बीच संबंध को पहचानें और विचारों के प्रभावी संचार के लिए भाषाई ज्ञान और कौशल का उपयोग करें; ● प्रभावी ढंग से सुनने, बोलने, पढ़ने लिखने और आलोचनात्मक सोच के लिए ज्ञान और क्षमता प्रदर्शित करें, ● पारस्परिक संबंध बनाएं और सामाजिक कौशल बढ़ाएं। 		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3	1	4
Max. Marks : 100 Internal Assessment : 30 Marks End Term Exam : 70 Marks	Time : 3 Hrs.		

Part B- Contents of the Course

Instructions for Paper- Setter

Paper setter will set nine questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory and will carry 14 marks. There will be four short answer type Questions 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 unit, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.

Unit	Content	Contact Hours
I	<p style="text-align: center;">भाषा, संचार और अनुभूति</p> <p>क) भाषा : परिभाषा, विशेषताएँ, कार्य; संचार के साधन के रूप में भाषा और अनुभूति के माध्यम के रूप में भाषा</p> <p>ख) भाषा, संस्कृति और समाज : भाषा, भिन्नता, भाषा बनाम बोली, भाषाओं का संवैधानिक परिप्रेक्ष्य : भाषा नीति और भाषा योजना । भाषा मानकीकरण ; भारत में द्वि-बहुभाषावाद</p> <p>ग) संचार की प्रकृति और प्रक्रिया : सिद्धांत, संचार के प्रकार (औपचारिक और अनौपचारिक, लिखित और मौखिक, मौखिक और गैर-मौखिक) संचार में बाधाएं, प्रभावी संचार की विशेषताएं । संचार का संदर्भ, डिकोडर की भूमिका, आमने-सामने बातचीत, बारी-बारी से बातचीत, नए जमाने की तकनीकें ।</p>	15
II	<p style="text-align: center;">भाषा को समझना, अवयव एवं कार्य</p> <p>क) भाषण ध्वनियों और अक्षरों का वर्गीकरण, भाषण के भाग, भाषाओं में भाषण ध्वनियों का उत्पादन, सुप्रासेगमेंटल्स : तनाव, पिच, टोन, इंटेनेशन, जंकचर, ग्राफ फोनेमिक जागरूकता ।</p> <p>ख) रूपियों की पहचान, शब्द निर्माण प्रक्रियाएं, शाब्दिक, शब्दावली निर्माण, नए शब्द पढ़ना, भाषण अधिनियम सी वाक्य-विन्यास वाक्यों के प्रकार-सरल, जटिल और संयुक्त</p> <p>ग) शब्दार्थ और व्यावहारिकता</p>	15
III	<p style="text-align: center;">सुनना और बोलना और आलोचनात्मक सोच कौशल</p> <p>क) सुनना और सुनना, सुनने के उपकौशल, अच्छा सुनने का व्यवहार; सुनने की रणनीतियाँ ।</p> <p>ख) सुनने की समझ : पूरे पाठ्यक्रम को सुनना, रिकॉर्ड किए गए</p>	15

	<p>भाषण/पाठ; विभिन्न उच्चारणों की समझ, नोट लेना</p> <p>ग) सीखने के लिए बोलना और बोलना सीखना; बोलने, वर्णनात्मक कौशल का अभ्यास, शारीरिक भाषा, आवाज और उच्चारण पर संस्कृति का प्रभाव, रुचि पैदा करना और दर्शकों के साथ संबंध स्थापित करना ।</p> <p>घ) आलोचनात्मक सोच क्षमताओं को बढ़ाना; आलोचनात्मक व्याख्या अपने विश्वासों और मूल्यों पर सवाल उठाना और उन्हें चुनौति देना, विचारोंका विकास करना और एक तर्क का मूल्यांकन करना ।</p> <p>ङ) अवलोकन करना । समस्या का वर्णन और निर्धारण; किसी समस्या की तुलना करना और उसका मूल्यांकन करना ।</p>	
IV	<p style="text-align: center;">पढ़ने का कौशल और लेखनकौशल</p> <p>क) पढ़ने की समझ, पढ़ने के प्रकार, अर्थ और संदर्भ, एक इंटरैक्टिव प्रक्रिया के रूप में पढ़ना; छात्रों को सक्रिय पाठक बनने और आलोचनात्मक पठन कौशल विकसित करने की रणनीतियाँ</p> <p>ख) किसी पाठ के सांकेतिक और सांकेतिक पहलुओं को समझना, पढ़ने के माध्यम से शब्दावली का विकास, अनुशासन-आधारित पाठ पढ़ना और पाठ को जटिल बनाने वाली विशेषताएं ।</p> <p>ग) भाषण बनाम लेखन, लेखन के प्रकार : विशिष्ट उद्देश्यों के लिए लेखन (निबंध, पत्र और रिपोर्ट, आदि) ।</p> <p>घ) लेखन की भाषा और शैली : नए शब्दों से निपटना (शैक्षणिक शब्दावली निर्माण), सारांश और व्याख्या तकनीक ।</p> <p>ङ) अकादमिक लेखन घटक; अकादमिक भाषा का विकास, अकादमिक लेखन कौशल विकसित करने के लिए गतिविधियां ।</p>	15
	<p>सुझावोंमक अभ्यास</p> <ol style="list-style-type: none"> 1- आप हर दिन की व्याख्या कैसे करते हैं और जो पढ़ते हैं, उसे प्रतिबिंबित कैसे करते हैं? एक रिपोर्ट तैयार करें 2- रिकॉर्ड किए गए वीडियो का आवाज और उच्चारण के नजरिए से विश्लेषण करें और एक रिपोर्ट लिखें । 3- किसी समस्या का अवलोकन करना, उसका वर्णन करना और उसकी रूपरेखा तैयार करना तथा उसका मूल्यांकन करना । 4- बोलने का कौशल विकसित करने के लिए कार्य/गतिविधियाँ - परिस्थितिजन्य बातचीत और भूमिका निभाना; भाषण, भाषण, चर्चा, वाद-विवाद, कहानी सुनाना, चित्रण 5- विभिन्न वार्तालाप संदर्भों में भूमिका निभाएं । 	

	<p>6- अपनी रुचि के किसी भी विषय पर रिकॉर्ड सुनें और प्रासंगिक बिंदु नोट करें (नोट लेना) लेन-देन का सुझावात्मक तरीका :</p> <p>इस पाठ्यक्रम को पढ़ाने में इंटरैक्टिव व्याख्यान, ट्यूटोरियल और चर्चा, रोल प्ले, प्रोजेक्ट, सिमुलेशन, कार्यशालाएं और भाषा-जागरूकता गतिविधियों जैसे व्यावहारिक मिश्रण शामिल होंगे। यह शिक्षण कक्षा में चर्चा को शामिल करते हुए सीखने के लिए गहन दृष्टिकोण का इरादा रखता है, छात्रों के बीच महत्वपूर्ण सोच/समस्या सुलझाने की क्षमताओं को विकसित करता है और उन स्थितियों पर भी ध्यान केंद्रित करेगा जहां हमारे दैनिक जीवन में व्यक्ति ऐसे कार्य कर रहा होगा जिसमें भाषा कौशल का प्राकृतिक एकीकरण शामिल है। छात्रों से अपेक्षा की जाती है कि वे सत्र से पहले निर्दिष्ट अध्याय/लेख पढ़ें और पाठ्यक्रम में छात्रों की सक्रिय भागीदारी की आवश्यकता है।</p> <p>मूल्यांकन का सुझावात्मक तरीका :</p> <p>शिक्षार्थी का मूल्यांकन मुख्य रूप से परीक्षणों और परीक्षण प्रकारों, समूह कार्य और परियोजनाओं की बैटरी का उपयोग करके भाषाई और संचार कौशलदोनों के मूल्यांकन पर आधारित होगा।</p> <p>सुझावात्मक पठन सामग्री :</p> <p>शिक्षक शिक्षार्थियों की आवश्यकता और सीखने की सामग्री के अनुसार किताबें/पढ़ने का सुझाव दे सकते हैं।</p>	
Suggested Evaluation Method		
<p>Internal Assessment:</p> <ul style="list-style-type: none"> ● Class Participation: 05 Marks ● Seminar/presentation/assignment/quiz/activities: 10Marks ● Mid-Term Exam: 15 Marks 	<p>End Term Examination:70 Marks</p>	

Part C – Learning Resources

संदर्भ ग्रन्थ सूची

- उमा, मंगल, (2008), हिन्दी शिक्षण, नई दिल्ली: आर्य बुक डिपो
- कश्यप, रेणु, (2001)ए राजभाषा हिन्दी का स्वरूप विश्लेषण, पटना: जिज्ञासा प्रकाशन, झेलम अपार्टमेंट
- कुमार, योगेश (2004), आधुनिक हिन्दी शिक्षण, नई दिल्ली : ए० पी० एच० पब्लिशिंग कौरपोरेशन
- पाण्डेय, रामशकल, (2004), नूतन हिन्दी शिक्षण, आगरा: विनोद पुस्तक मन्दिर
- पारीक, ममता (2006), हिन्दी शिक्षण जयपुर : कल्पना पब्लिकेशन्स चौदपोल बाजार
- भाटिया, केलाशचन्द एवं मोतीलाल चतुर्वेदी (2001), हिन्दी भाषा विकास और स्वरूप, नई दिल्ली
: ग्रंथ अकादमी
- व्यास भगवतीलाल एवं वेद प्रकाश, (2004), हिन्दी शिक्षण के नये आयाम, आगरा: राधा प्रकाशन मन्दिर
- सिंह, निरंजन कुमार (2006), माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान: हिन्दी ग्रन्थ अकादमी, तिलकनगर
- के क्षत्रिया, मातृभाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा
- के के सुखिया, हिन्दी ध्वनियाँ और उनका शिक्षण, रामनारायण
- लाल, इलाहाबाद जयनारायण कौशिक, शुद्ध हिंदी लेखन, आर्य बुक डिपो, करोल बाग, नई दिल्ली
- भोलानाथ तिवारी, भाषा-विज्ञान, किताब महल, इलाहाबाद

SEMESTER-I

Part A- Introduction			
Subject	Sanskrit		
Semester	I		
Name of the Course	Language 1 : Sanskrit (As per the 8 th Schedule of the Constitution of India)		
Course Code	B24-ITP-103		
Course Type	AEC/VAC		
Course Learning Outcomes (CLO) :	<p style="text-align: center;">शिक्षणपरिणाम</p> <p style="text-align: center;">पाठ्यक्रमं सम्पन्नं कृत्वा छात्राध्यापकाः 1</p> <ul style="list-style-type: none">• भाषां तस्याः कार्याणि च विविधसन्दर्भेषु• परिभाषयन्तु भाषायाः संज्ञानस्य च मध्ये कडिं ज्ञात्वा विचाराणां च प्रभावीसञ्चारार्थं भाषाविज्ञानस्य कौशलस्य च उपयोगः करणीयः• प्रभावी श्रवणं, वक्तुं, पठनं लेखनं, समीक्षात्मकचिन्तनं च कर्तुं ज्ञानं क्षमतां च प्रदर्शयन्तु• पारस्परिकसम्बन्धनिर्माणं सामाजिककौशलं च दधयन्तु		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3	1	4
Max. Marks : 100 Internal Assessment : 30 Marks End Term Exam : 70 Marks	Time : 3 Hrs.		

Part B- Contents of the Course

Instructions for Paper- Setter

Paper setter will set nine questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory and will carry 14 marks. There will be four short answer type Questions 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 unit, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.

Unit	Content	Contact Hours
1	<p style="text-align: center;">भाषा, संचार एवं संज्ञान</p> <p>क) भाषा: परिभाषा, लक्षणं, कार्याणि; संचारस्य साधनरूपेण भाषा भाषा च संज्ञानस्य माध्यमरूपेण</p> <p>ख) भाषा, संस्कृतः समाजश्चः भाषाविविधता, भाषा वर्सेस् बोली, भाषाणां संवैधानिकदृष्टिकोणः, भाषा नीति एवं भाषा योजना । भाषामानकीकरणम्; भारते द्विबहुभाषिकता</p> <p>ग) संचारस्य प्रकृतिः प्रक्रिया चः सिद्धान्ताः संचारस्य प्रकाराः (औपचारिकं अनौपचारिकं च, लिखितं मौखिकं च, मौखिकं अमौखिकं च), संचारस्य बाधाः, प्रभावी संचारस्य विशेषताः । संचारस्य सन्दर्भः। डिकोडरस्य भूमिका, साक्षात्कारः, पारं ग्रहणं, वार्तालापः, नवयुगस्य प्रौद्योगिक्यः</p>	15
II	<p style="text-align: center;">भाषा अवगमन । घटक एवं कार्य</p> <p>क) वाक्ध्वनयः अक्षराणां च वर्गीकरणं, वाक्भागाः, भाषासु वाक्ध्वनयः उदपादनम्, उपखण्डाः तनावः, स्वरः, स्वरः, स्वरः, संधिः, आलेखः</p> <p>ख) ध्वन्यात्मकजागरूकता</p> <p>रूपकपरिचयः, शब्दनिर्माणप्रक्रियाः, शाब्दिकः शब्दावलीनिर्माणः,</p> <p>ग) नवीनशब्दानां सिक्काकरणं, वाक्क्रियाः</p> <p>वाक्यविन्यास-वाक्यप्रकाराः- सरलः, जटिलः,</p> <p>घ) समासः च शब्दार्थशास्त्र एवं व्यावहारिकता</p>	15
III	<p style="text-align: center;">श्रवणं वक्तुं च समीक्षात्मकचिन्तनं च कौशलम्</p> <p>क) श्रवणं श्रवणं च, श्रवणय उपकौशलं, उत्तममश्रवणव्यवहारः, श्रवण रणनीतयः ।</p>	15

	<p>ख) श्रवणबोधाः पाठ्यक्रमस्य पारं श्रवणं, अभिलेखिताः भाषणाः/पाठाः; विविध उच्चारणों के अवगमन, टिप्पणी ग्रहण</p> <p>ग) शिक्षितुं वक्तुं शिक्षितुं चः भाषणे, कथनकौशलस्य अभ्यासे संस्कृतिस्य प्रभावः शरीरभाषा स्वरः उच्चारणं च रुचिं सृजति प्रेक्षकैः सह सम्बन्धं स्थापयति</p> <p>घ) समीक्षात्मकचिन्तनक्षमतानां वर्धनमः समीक्षात्मक व्याख्या । स्वस्य विश्वासानां मूल्यानां च प्रश्नं चुनौती च, विचाराणां विकासः, तर्कस्य मूल्याङ्कनं च</p> <p>ई) अवलोकयन् । समस्यायाः वर्णनं, फ्रेमिंग् च; समस्यायाः तुलनां मूल्याङ्कनं च ।</p>	
IV	<p style="text-align: center;">पठनकौशलं लेखनकौशलं च</p> <p>क) एकः पठनबोधः, पङ्क्तय प्रकाराः, अर्थः, सन्दर्भः च, पठनं अन्तरक्रियाशीलप्रक्रियारूपेण; छात्रान् सक्रियपाठकान् कर्तुं समीक्षात्मकपठनकौशलस्य विकासाय च रणनीतयः;</p> <p>ख) पाठस्य वाचक-अर्थात्मक-पक्षेषु अवगमनं, पठनस्य माध्यमेन शब्दावली-विकासः, अनुशासन-आधारित-ग्रन्थानां पठनं, ग्रन्थान् जटिलान् करणीयाः विशेषताः च ।</p> <p>ग) वाक् वर्सेस् लेखनम्, लेखनस्य प्रकाराः; विशिष्टप्रयोजनार्थं लेखनम् (निबन्धः, पत्राणि, प्रतिवेदनानि च इत्यादयः)।</p> <p>घ) भाषा लेखशैली चः नवीनशब्दानां निवारणं (शैक्षणिकशब्दकोशनिर्माण), सारांशीकरणं, पैराफ्रेजिंग् च तकनीकाः।</p> <p>ङ) शैक्षणिक लोनपटक; शैक्षणिकभाषायाः विकासः, शैक्षणिकलेखनकौशलस्य विकासाय क्रियाकलापाः ।</p>	15
	<p>सुझावात्मक अभ्यास :</p> <p>1- भवन्तः प्रतिदिनं कथं व्याख्यां कुर्वन्ति, पठितस्य प्रतिबिम्बं च कुर्वन्ति? एकं प्रतिवेदनं सज्जीकरोत् ।</p> <p>2- स्वरस्य उच्चारणस्य च दृष्ट्या रिकार्ड कृतस्य विडियोस्य विश्लेषणं कृत्वा प्रतिवेदनं लिखन्तु ।</p> <p>3- समस्यायाः अवलोकनं, वर्णनं, रूपरेखां च कृत्वा तस्याः मूल्याङ्कनं च ।</p>	

4-	वाक् कौशलस्य विकासाय कार्य/क्रियाकलापाः परिस्थितिगतवार्तालापाः भूमिकानिर्वाहाः च; वाक्, वाक्पटुता, चर्चा, वादविवाद, कथाकथन, दृष्टान्त
5-	भिन्न-भिन्न-संभाषण-सन्दर्भे भूमिका-निर्वाहं कुर्वन्तु
6-	भवतः रुचिकरस्य कस्मिन् अपि विषये अभिलेखनं शृणुत तथा च प्रासंगिकं बिन्दुं (टिप्पणीग्रहणं) टिप्पणी कुर्वतु
व्यवहारस्य सुझावात्मकः प्रकारः	
<p>अस्य पाठ्यक्रमस्य अध्यापनार्थं अन्तरक्रियाशीलव्याख्यानानां, पाठ्यक्रमस्य, व्यावहारिकस्य च मिश्रणं भवति यथा चर्चा, भूमिकानिर्वाहः, परियोजनाः, अनुकरणं, कार्यशालाः, भाषा-जागरूकता-क्रियाकलापाः च । शिक्षणस्य अभिप्रायः अस्ति यत् कक्षायाः अन्तः चर्चा, छात्राणां मध्ये समीक्षात्मकचिन्तनस्य/समस्यानिराकरणक्षमतानां विकासः, शिक्षणस्य गहनतरदृष्टिकोणः भवति तथा च तासु परिस्थितिषु अपि केन्द्रीभूता भविष्यति यत्र अस्मकां दैनन्दिनजीवने कश्चन कार्याणि निर्वहति स्यात् येषु भाषाकौशलस्य स्वाभाविकं एकीकरणं भवति, छात्राणां सत्रात् पूर्वं नियुक्ताः अध्यायाः/लेखाः पठितुं अपेक्षिताः सन्ति तथा च पाठ्यक्रमे छात्राणां सक्रियभागीदारी आवश्यक की भवति ।</p>	
मूल्याङ्कनस्य सुझावात्मकः प्रकारः	
<p>शिक्षिकायाः मूल्याङ्कनं मुख्यतया परीक्षणस्य तथा परीक्षणप्रकारस्य, समूहकार्यस्य परियोजनायाः च बैटरी इटैयस्य उपयोगेन भाषाविज्ञानस्य संचारकौशलस्य च मूल्याङ्कनस्य आधारेण भविष्यति ।</p>	

Suggested Evaluation Method

Internal Assessment: 30 marks

Class Participation: 5 marks

Demonstration/Presentation/Quiz/ Activities/ Viva-voce:

10 marks Mid-Term Examination: 15 marks

End Term Examination:

70 marks

Part C - Learning Resources

सुझावात्मक पठनसामग्री

- शिक्षिकाः शिक्षिकाणां आवश्यकतानुसारं शिक्षणसामग्री च पुस्तकानि/पाठानि सुचयितुं शक्नुवन्ति ।
- आप्टे, डी. जी. एवम डोगरे (1980) टीचिंग ऑफ संस्कृत इन सैकण्डरी स्कूल, बडौदा: आचार्य

बुक डिपो ।

काले, एम० आर०, हायर संस्थत ग्रामर

- गवर्नमैन्ट ऑफ इण्डिया: रिपोर्ट ऑफ संस्थत कमीशन ।
- पाण्डे, आर० एस० (2000), संस्थत शिक्षण, आगरा: विनोद पुस्तक मन्दिर ।
- मित्तल, सन्तोष, संस्थत शिक्षण, मेरठ: आर लाल बुक डिपो ।
- मिश्र, प्रभाशंकर, संस्कृत-शिक्षण ।
- बोकिल एवम् पारसनिक, ल० न्यू लपरोच टू संस्थत, पूना:
लोक संग्रह प्रैस
- सफाया, रघुनाथ, संस्थत-शिक्षण, चण्डीगढ: हरियाणा साहित्य
अकादमी
- सिंह, एस० डी० एवम् शर्मा (1999), संस्थत शिक्षण, आगरा: राधा
प्रकाशन मंडी
- शास्त्री एवम् शास्त्री, संस्थत शिक्षण, जयपुर: राजस्थान प्रकाशन

SEMESTER-I

Part A-Introduction			
Subject	English		
Semester	I		
Name of the Course	Language 1: English (As per the 8 th Schedule of the Constitution of India)		
Course Code	B24-ITP-104		
Course Type	AEC/VAC		
Course Learning Outcomes (CLO):	<p>After completing the course, the student teachers will be able to:</p> <ol style="list-style-type: none"> 1. Define language and its functions in various contexts. 2. Recognize the link between language and cognition and using linguistic knowledge and skills for effective communication of ideas and thoughts. 3. Demonstrate knowledge and capacity for effective listening, speaking, reading, writing and critical thinking. 4. Build interpersonal relationships and enhance social skills. 		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3	1	4
Max. Marks: 100 Internal Assessment : 30 Marks End Term Exam : 70 Marks	Time: 3 hrs.		

Instructions for Paper- Setter

Paper setter will set nine questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory and will carry 14 marks. There will be four short answer type Questions 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 unit, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.

Part B- Contents of the Course

Unit	Content	Contact Hours
I	<p style="text-align: center;">Language, Communication and Cognition</p> <p>A. Language: Definition, Characteristics, Functions; Language as a means of Communication and Language as a Medium of Cognition.</p> <p>B. Language, Culture and Society: Language Variation, Language versus Dialect, Constitutional Perspective of Languages; Language Policy and Language Planning. Language Standardization; Bi-Multilingualism in India.</p> <p>C. Nature and Process of Communication: Principles, Types of Communication (Formal and Informal, Written and Oral, Verbal and Non-Verbal), Barriers to Communication, Features of Effective Communication. The Context of Communication. The Role of Decoder, Face-to-Face Interaction, Turn-Taking, Conversation, New-Age Technologies.</p>	15
II	<p style="text-align: center;">Understanding Language. Components and Functions</p> <p>A. Classification of Speech Sounds and Letters, Parts of Speech, Production of Speech Sounds in Languages, Suprasegmentals: Stress, Pitch, Tone, Intonation, Juncture, Graph Phonemic Awareness.</p> <p>B. Identification of Morphemes, Word Formation Processes, Lexical, Vocabulary Formation, Coining New Words, Speech Acts.</p> <p>C. Syntax-Types of Sentences- Simple, Complex, And Compound.</p> <p>D. Semantics and Pragmatics</p>	15
III	<p style="text-align: center;">Listening and Speaking and critical thinking Skills</p> <p>A. Listening and Hearing, Subskills of Listening, Good Listening Behaviour; Listening Strategies.</p> <p>B. Listening Comprehensions: Listening Across the Curriculum, Recorded Speeches/Texts; Understanding of Various Accents, Note Taking</p> <p>C. Speaking to Learn and Learning To Speak; Impact of Culture on Speaking, Practicing Narrative Skill Body Language Voice and Pronunciation Creating Interest and establishing a relationship with the audience</p> <p>D. Enhancing Critical Thinking Abilities; Critical Interpretation. Questioning and Challenging your Beliefs and Values, Developing Ideas and Evaluating an Argument</p> <p>E. Observing. Describing and Framing the Problem; Comparing and Evaluating a Problem.</p>	15
IV	<p style="text-align: center;">Reading Skills and Writing skills</p> <p>A. Reading Comprehension, Types of Reading, Meaning and Context, Reading as an Interactive Process; Strategies for Making Students Active Readers and Developing Critical Reading Skills;</p>	15

	<p>B. Understanding Denotative and Connotative Aspects of a Text, Vocabulary Development Through Reading, Reading Discipline-Based Texts, and Features that Make Texts Complex.</p> <p>C. Speech Versus Writing, Types of Writing; Writing for Specific Purposes (Essays, Letters, and Reports, Etc.).</p> <p>D. Language and Style of Writing: Dealing with New Words (Academic Vocabulary Building), Summarizing and Paraphrasing Techniques.</p> <p>E. Academic Writing Components; Development of Academic Language, Activities to Develop Academic Writing Skills.</p>	
Suggested activities	<ol style="list-style-type: none"> 1. How do you interpret every day and reflect what you read? Prepare a report. 2. Analyze a recorded video from the perspective of voice and pronunciation and write a report. 3. Observing, describing and frame a problem and evaluating it. 4. Task/Activities for Developing Speaking Skills- Situational Conversations and Role Plays; Speech, Elocution, Discussion, Debate, Storytelling, Illustrations 5. Perform role play in different conversational context 6. Listen to record on any topic of your interest and note the relevant point (note taking) 	
Suggested Evaluation Methods		
<p>Internal Assessment: 30 Marks Class Participation: 5 Marks Demonstration/presentation/Quiz/ Activities/ Viva-voce: 10 Marks Mid-Term Examination: 15 Marks</p>		<p>End Term Examination: 70</p>
Part C- Learning Resources		
<ul style="list-style-type: none"> • Glennie, A. (2017). Reflective reading: engaging and practical ideas for teaching reading comprehension in the primary classroom. Cranachan Publishing Limited. • Moje et. al. (2020). Handbook of reading research: Volume V. Routledge. • Perkins, M. (2015). Becoming a teacher of reading. Sage. • Fowler, H.W. (2023). A Dictionary of Modern English Usage. Peacock Books. • Hornby, A.S. (2018). Oxford Advanced Learner's Dictionary. OUP. • Kumar, Sanjay and Pushplata. (2015) Communication Skills. OUP. • Swan, Michael (2016). Oxford Practical English Usage. OUP. • Wren and Martin (2017). High School English Grammar and Composition. S. Chand Publications. 		

Semester-I

Part A- Introduction			
Subject	Punjabi		
Semester	I		
Name of the Course	Language 1 : Punjabi (As per the 8 th Schedule of the Constitution of India)		
Course Code	B24-ITP-105		
Course Type	AEC/VAC		
Course Learning Outcomes (CLO) :	<p style="text-align: center;">ਭਾਸ਼ਾ 1 (ਭਾਰਤ ਦੇ ਸੰਵਿਧਾਨ ਦੀ 8ਵੀਂ ਅ ਨੁਸੂਚੀ ਦੇ ਅਨੁਸਾਰ)</p> <p>ਕ੍ਰੈਡਿਟ : 4 ਅਧਿਕਤਮ ਅੰਕ : 100 ਸਮੇਂਸਟਰ : ਐਸ।ਆਈ। (ਅੰਦਰੂਨੀ ਅੰਕ : 100) ਸਮਾਂ : 3 ਘੰਟੇ ਸਿੱਖਣ</p> <p>ਦੇ ਨਤੀਜੇ :</p> <p>ਕੌਰਸ ਪੂਰਾ ਕਰਨ ਤੋਂ ਬਾਅਦ, ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕ ਇਹ ਕਰਨ ਦੇ ਯੋਗ ਹੋਣਗੇ :</p> <ul style="list-style-type: none"> • ਵੱਖ-ਵੱਖ ਸੰਦਰਭਾਂ ਵਿੱਚ ਭਾਸ਼ਾ ਅਤੇ ਇਸਦੇ ਕਾਰਜਾਂ ਨੂੰ ਪਰਿਭਾਸ਼ਿਤ ਕਰੇ • ਭਾਸ਼ਾ ਅਤੇ ਬੋਧ ਦੇ ਵਿਚਕਾਰ ਸਬੰਧ ਨੂੰ ਪਛਾਣਨਾ ਅਤੇ ਵਿਚਾਰਾਂ ਅਤੇ ਵਿਚਾਰਾਂ ਦੇ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਸੰਚਾਰ ਲਈ ਭਾਸ਼ਾਈ ਗਿਆਨ ਅਤੇ ਹੁਨਰ ਦੀ ਵਰਤੋਂ ਕਰਨਾ; • ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਸੁਣਨ, ਬੋਲਣ, ਪੜ੍ਹਨ, ਲਿਖਣ ਅਤੇ ਆਲੋਚਨਾਤਮਕ ਸੋਚ ਲਈ ਗਿਆਨ ਅਤੇ ਸਮਰੱਥਾ ਦਾ ਪ੍ਰਦਰਸ਼ਨ ਕਰੇ, • ਆਪਸੀ ਸਬੰਧ ਬਣਾਓ ਅਤੇ ਸਮਾਜਿਕ ਹੁ ਨਰ ਨੂੰ ਵਧਾਓ 		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3	1	4
Max. Marks : 100 Internal Assessment : 30 Marks End Term Exam : 70 Marks	Time : 3 Hrs.		

Instructions for Paper- Setter

Paper setter will set nine questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory and will carry 14 marks. There will be four short answer type Questions 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 unit, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.

Part B- Contents of the Course

Unit	Content	Contact Hours
1	<p align="center">ਭਾਸ਼ਾ, ਸੰਚਾਰ ਅਤੇ ਬੋਧ</p> <p>A। ਭਾਸ਼ਾ : ਪਰਿਭਾਸ਼ਾ, ਗੁਣ, ਕਾਰਜ; ਸੰਚਾਰ ਦੇ ਸਾਧਨ ਵਜੋਂ ਭਾਸ਼ਾ ਅਤੇ ਗਿਆਨ ਦੇ ਮਾਧਿਅਮ ਵਜੋਂ ਭਾਸ਼ਾ</p> <p>B। ਭਾਸ਼ਾ, ਸੱਭਿਆਚਾਰ ਅਤੇ ਸਮਾਜ : ਭਾਸ਼ਾ ਦੀ ਪਰਿਵਰਤਨ, ਭਾਸ਼ਾ ਬਨਾਮ ਉਪਭਾਸ਼ਾ, ਭਾਸ਼ਾਵਾਂ ਦਾ ਸੰਵਿਧਾਨਕ ਪਰਿਪੇਖ; ਭਾਸ਼ਾ ਨੀਤੀ ਅਤੇ ਭਾਸ਼ਾ ਯੋਜਨਾ¹ ਭਾਸ਼ਾ ਮਾਨਕੀਕਰਨ; ਭਾਰਤ ਵਿੱਚ ਦੋ-ਭਾਸ਼ਾਈਵਾਦ</p> <p>C। ਸੰਚਾਰ ਦੀ ਪ੍ਰਕਿਰਤੀ ਅਤੇ ਪ੍ਰਕਿਰਿਆ : ਸਿਧਾਂਤ, ਸੰਚਾਰ ਦੀਆਂ ਕਿਸਮਾਂ (ਰਸਮੀ ਅਤੇ ਗੈਰ-ਰਸਮੀ), ਲਿਖਤੀ ਅਤੇ ਮੌਖਿਕ, ਮੌਖਿਕ ਅਤੇ ਗੈਰ-ਮੌਖਿਕ), ਸੰਚਾਰ ਵਿੱਚ ਰੁਕਾਵਟਾਂ, ਪ੍ਰਭਾਵੀ ਸੰਚਾਰ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ¹ ਸੰਚਾਰ ਦਾ ਸੰਦਰਭ, ਡੀਕੋਡਰ ਦੀ ਭੂਮਿਕਾ, ਫੈਸ-ਟੂ-ਫੈਸ ਇੰਟਰੈਕਸ਼ਨ, ਵਾਰੀ-ਵਾਰੀ, ਗੱਲਬਾਤ, ਨਵੀਂ-ਯੁੱਗ ਤਕਨਾਲੋਜੀ 1</p>	15
II	<p align="center">ਭਾਸ਼ਾ ਨੂੰ ਸਮਝਣਾ 1 ਕੰਪੋਨੈਂਟ ਅਤੇ ਫੰਕਸ਼ਨ</p> <p>A। ਸਪੀਚ ਯੂਨੀਟਾਂ ਅਤੇ ਅੱਖਰਾਂ ਦਾ ਵਰਗੀਕਰਨ, ਭਾਸ਼ਣ ਦੇ ਹਿੱਸੇ, ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਬੋਲਣ ਵਾਲੀਆਂ ਯੂਨੀਟਾਂ ਦਾ ਉਤਪਾਦਨ, ਸੁਪ੍ਰਾਸੇਗਮੈਂਟਲ : ਤਣਾਅ, ਪਿੱਚ, ਟੋਨ, ਧੁਨ, ਜੰਕਚਰ, ਗ੍ਰਾਫ ਯੂਨੀ ਸੰਬੰਧੀ ਜਾਗਰੂਕਤਾ 1</p> <p>B। ਮੌਰਫੋਮਜ਼ ਦੀ ਪਛਾਣ, ਸ਼ਬਦ ਨਿਰਮਾਣ ਪ੍ਰਕਿਰਿਆਵਾਂ, ਸ਼ਬਦਾਵਲੀ, ਸ਼ਬਦਾਵਲੀ ਦਾ ਨਿਰਮਾਣ, ਨਵੇਂ ਸ਼ਬਦਾਂ ਦੀ ਰਚਨਾ, ਭਾਸ਼ਣ ਐਕਟ</p> <p>C। ਸੰਟੈਕਸ-ਵਾਕਾਂ ਦੀਆਂ ਕਿਸਮਾਂ-ਸਰਲ, ਗੁੰਝਲਦਾਰ ਅਤੇ ਮਿਸ਼ਰਿਤ ਅਰਥ</p> <p>D। ਵਿਗਿਆਨ ਅਤੇ ਵਿਵਹਾਰਿਕਤਾ</p>	15
III	<p align="center">ਸੁਣਨ ਅਤੇ ਬੋਲਣ ਅਤੇ ਆਲੋਚਨਾਤਮਕ ਸੋਚ ਦੇ ਹੁਨਰ</p> <p>A। ਸੁਣਨਾ ਅਤੇ ਸੁਣਨਾ, ਸੁਣਨ ਦੇ ਉਪ-ਹੁਨਰ, ਸੁਣਨ ਦਾ ਚੰਗਾ ਵਿਵਹਾਰ; ਸੁਣਨ ਦੀਆਂ ਰਣਨੀਤੀਆਂ 1</p>	15

	<p>B1 ਸੁਣਨਾ ਸਮਝਣਾ; ਪਾਠਕ੍ਰਮ ਵਿੱਚ ਸੁਣਨਾ, ਰਿਕਾਰਡ ਕੀਤੇ ਭਾਸ਼ਣ/ਪਾਠ; ਵੱਖ-ਵੱਖ ਲਹਿਜ਼ੇ ਦੀ ਸਮਝ, ਨੋਟ ਲੈਣਾ</p> <p>C1 ਸਿੱਖਣ ਲਈ ਬੋਲਣਾ ਅਤੇ ਬੋਲਣਾ ਸਿੱਖਣਾ; ਬੋਲਣ 'ਤੇ ਸੱਭਿਆਚਾਰ ਦਾ ਪ੍ਰਭਾਵ, ਬਿਰਤਾਂਤ ਦੇ ਹੁਨਰ ਦਾ ਅਭਿਆਸ ਸਰਿਰਕ ਭਾਸ਼ਾ ਦੀ ਆਵਾਜ਼ ਅਤੇ ਉਚਾਰਨ ਦਿਲਚਸਪੀ ਪੈਦਾ ਕਰਨਾ ਅਤੇ ਸਰੋਤਿਆਂ ਨਾਲ ਰਿਸ਼ਤਾ ਸਥਾਪਤ ਕਰਨਾ 1</p> <p>D1 ਨਾਜ਼ੁਕ ਸੋਚਣ ਦੀਆਂ ਯੋਗਤਾਵਾਂ ਨੂੰ ਵਧਾਉਣਾ; ਨਾਜ਼ੁਕ ਵਿਆਖਿਆ1 ਤੁਹਾਡੇ ਵਿਸ਼ਵਾਸਾਂ ਅਤੇ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਨੂੰ ਸਵਾਲ ਕਰਨਾ ਅਤੇ ਚੁਣੌਤੀ ਦੇਣਾ, ਵਿਚਾਰਾਂ ਦਾ ਵਿਕਾਸ ਕਰਨਾ ਅਤੇ ਦਲੀਲ ਦਾ ਮੁਲਾਂਕਣ ਕਰਨਾ</p> <p>E1 ਨਿਰੀਖਣ, ਸਮੱਸਿਆ ਦਾ ਵਰਣਨ ਅਤੇ ਫਰੇਮਿੰਗ; ਇੱਕ ਸਮੱਸਿਆ ਦੀ ਤੁਲਨਾ ਅਤੇ ਮੁਲਾਂਕਣ ਕਰਨਾ 1</p>	
IV	<p style="text-align: center;">ਪੜ੍ਹਨ ਦੇ ਹੁਨਰ ਅਤੇ ਲਿਖਣ ਦੇ ਹੁਨਰ</p> <p>A ਇੱਕ ਰੀਡਿੰਗ ਸਮਝ, ਪੜ੍ਹਨ ਦੀਆਂ ਕਿਸਮਾਂ, ਅਰਥ ਅਤੇ ਸੰਦਰਭ, ਇੱਕ ਇੰਟਰਐਕਟਿਵ ਪ੍ਰਕਿਰਿਆ ਵਜੋਂ ਪੜ੍ਹਨਾ; ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਸਰਗਰਮ ਪਾਠਕ ਬਣਾਉਣ ਦੇ ਅਤੇ ਪੜ੍ਹਨ ਦੇ ਨਾਜ਼ੁਕ ਹੁਨਰ ਵਿਕਸਿਤ ਕਰਨ ਲਈ ਰਣਨੀਤੀਆਂ;</p> <p>B1 ਪਾਠ ਦੇ ਸੰਕੇਤਕ ਅਤੇ ਅਰਥ-ਵਿਵਸਥਾ ਵਾਲੇ ਪਹਿਲੂਆਂ ਨੂੰ ਸਮਝਣਾ, ਪਾਠ ਦੁਆਰਾ ਸ਼ਬਦਾਵਲੀ ਦਾ ਵਿਕਾਸ, ਅਨੁਸ਼ਾਸਨ - ਅਧਾਰਿਤ ਪਾਠਾਂ ਨੂੰ ਪੜ੍ਹਨਾ ਅਤੇ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਜੋ ਟੈਕਸਟ ਨੂੰ ਗੁੰਝਲਦਾਰ ਬਣਾਉਂਦੀਆਂ ਹਨ।</p> <p>C1 ਸਪੀਚ ਬਨਾਮ ਲਿਖਤ, ਲਿਖਤ ਦੀਆਂ ਕਿਸਮਾਂ; ਖਾਸ ਉਦੇਸ਼ਾਂ ਲਈ ਲਿਖਣਾ (ਨਿਬੰਧ, ਚਿੱਠੀਆਂ ਅਤੇ ਰਿਪੋਰਟਾਂ ਆਦਿ)</p> <p>D1 ਭਾਸ਼ਾ ਅਤੇ ਲਿਖਣ ਦੀ ਸ਼ੈਲੀ : ਨਵੇਂ ਸ਼ਬਦਾਂ ਨਾਲ ਨਜਿੱਠਣਾ (ਅਕਾਦਮਿਕ ਸ਼ਬਦਾਵਲੀ ਬਿਲਡਿੰਗ), ਸੰਖੇਪ ਅਤੇ ਵਿਆਖਿਆ ਤਕਨੀਕ।</p> <p>E1 ਅਕਾਦਮਿਕ ਲਿਖਤੀ ਭਾਗ; ਅਕਾਦਮਿਕ ਭਾਸ਼ਾ ਦਾ ਵਿਕਾਸ, ਅਕਾਦਮਿਕ ਲਿਖਣ ਦੇ ਹੁਨਰ ਨੂੰ ਵਿਕਸਤ ਕਰਨ ਲਈ ਗਤੀਵਿਧੀਆਂ।</p>	15
	<p>ਸੁਝਾਅ ਦੇਣ ਵਾਲਾ ਅਭਿਆਸ</p> <p>11. ਤੁਸੀਂ ਹਰ ਰੋਜ਼ ਕਿਵੇਂ ਵਿਆਖਿਆ ਕਰਦੇ ਹੋ ਅਤੇ ਜੋ ਤੁਸੀਂ ਪੜ੍ਹਦੇ ਹੋ ਉਸ ਨੂੰ ਪ੍ਰਤੀਬਿੰਬਤ ਕਰਦੇ ਹੋ? ਇੱਕ ਰਿਪੋਰਟ ਤਿਆਰ ਕਰੋ।</p> <p>21. ਆਵਾਜ਼ ਅਤੇ ਉਚਾਰਨ ਦੇ ਦ੍ਰਿਸ਼ਟੀਕੋਣ ਤੋਂ ਰਿਕਾਰਡ ਕੀਤੇ ਵੀਡੀਓ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੋ ਅਤੇ ਇੱਕ ਰਿਪੋਰਟ ਲਿਖੋ।</p> <p>31. ਕਿਸੇ ਸਮੱਸਿਆ ਦਾ ਨਿਰੀਖਣ ਕਰਨਾ, ਵਰਣਨ ਕਰਨਾ ਅਤੇ ਫਰੇਮ ਕਰਨਾ ਅਤੇ ਇਸਦਾ ਮੁਲਾਂਕਣ ਕਰਨਾ 1</p>	

	<p>4. ਬੋਲਣ ਦੇ ਹੁਨਰ ਨੂੰ ਵਿਕਸਤ ਕਰਨ ਲਈ ਕੰਮ/ਸਰਗਰਮੀਆਂ - ਸਥਿਤੀ ਸੰਬੰਧੀ ਗੱਲਬਾਤ ਅਤੇ ਭੂਮਿਕਾ ਨਿਭਾਉਣ; ਭਾਸ਼ਣ, ਭਾਸ਼ਣ, ਚਰਚਾ, ਬਹਿਸ, ਕਹਾਣੀ ਸੁਣਾਉਣ, ਦ੍ਰਿਸ਼ਟਾਂਤ</p> <p>5. ਵੱਖ-ਵੱਖ ਗੱਲਬਾਤ ਦੇ ਸੰਦਰਭ ਵਿੱਚ ਭੂਮਿਕਾ ਨਿਭਾਓ</p> <p>6. ਆਪਣੀ ਦਿਲਚਸਪੀ ਦੇ ਕਿਸੇ ਵੀ ਵਿਸ਼ੇ 'ਤੇ ਰਿਕਾਰਡ ਕਰਨ ਲਈ ਸੁਣੋ ਅਤੇ ਸੰਬੰਧਿਤ ਬਿੰਦੂ ਨੂੰ ਨੋਟ ਕਰੋ (ਨੋਟ ਲੈਣਾ)</p> <p>ਲੈਣ-ਦੇਣ ਦਾ ਸੁਝਾਅ ਮੋਡ</p> <p>ਇਸ ਕੋਰਸ ਨੂੰ ਪੜ੍ਹਾਉਣ ਵਿੱਚ ਇੰਟਰਐਕਟਿਵ ਲੈਕਚਰ, ਟਿਊਟੋਰਿਅਲ ਅਤੇ ਵਿਹਾਰਕ ਸ਼ਾਮਲ ਹੋਣਗੇ ਜਿਵੇਂ ਕਿ ਚਰਚਾ, ਰੋਲ ਪਲੇ, ਪ੍ਰੋਜੈਕਟ, ਸਿਮੂਲੇਸ਼ਨ, ਵਰਕਸ਼ਾਪਾਂ ਅਤੇ ਭਾਸ਼ਾ-ਜਾਗਰੂਕਤਾ ਗਤੀਵਿਧੀਆਂ। ਅਧਿਆਪਨ ਦਾ ਇਰਾਦਾ ਸਿੱਖਣ ਲਈ ਭੂਮਿਕਾ ਪਹੁੰਚ ਦਾ ਇਰਾਦਾ ਰੱਖਦਾ ਹੈ ਜਿਸ ਵਿੱਚ ਕਲਾਸ ਰੂਮ ਵਿੱਚ ਚਰਚਾ ਸ਼ਾਮਲ ਹੁੰਦੀ ਹੈ, ਵਿਦਿਆਰਥੀਆਂ ਵਿੱਚ ਆਲੋਚਨਾਤਮਕ ਸੋਚ/ਸਮੱਸਿਆ ਹੱਲ ਕਰਨ ਦੀਆਂ ਯੋਗਤਾਵਾਂ ਦਾ ਵਿਕਾਸ ਹੁੰਦਾ ਹੈ ਅਤੇ ਉਹਨਾਂ ਸਥਿਤੀਆਂ ਤੇ ਵੀ ਧਿਆਨ ਕੇਂਦ੍ਰਿਤ ਕੀਤਾ ਜਾਂਦਾ ਹੈ ਜਿੱਥੇ ਸਾਡੇ ਰੋਜ਼ਾਨਾ ਜੀਵਨ ਵਿੱਚ ਕੋਈ ਵਿਅਕਤੀ ਭਾਸ਼ਾ ਦੇ ਹੁਨਰ ਦਾ ਕੁਦਰਤੀ ਏਕੀਕਰਣ ਸ਼ਾਮਲ ਕਰਦਾ ਹੈ। ਵਿਦਿਆਰਥੀਆਂ ਤੋਂ ਸੈਸ਼ਨ ਤੋਂ ਪਹਿਲਾਂ ਨਿਰਧਾਰਤ ਅਧਿਆਏ/ਲੇਖ ਪੜ੍ਹਨ ਦੀ ਉਮੀਦ ਕੀਤੀ ਜਾਂਦੀ ਹੈ ਅਤੇ ਕੋਰਸ ਲਈ ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਸਰਗਰਮ ਭਾਗੀਦਾਰੀ ਦੀ ਲੋੜ ਹੁੰਦੀ ਹੈ।</p> <p>ਲਾਂਕਣ ਦਾ ਸੁਝਾਉ ਢੰਗ</p> <p>ਸਿਖਿਆਰਥੀ ਦਾ ਮੁਲਾਂਕਣ ਮੁੱਖ ਤੌਰ ਤੇ ਟੈਸਟਾਂ ਅਤੇ ਟੈਸਟ ਕਿਸਮਾਂ, ਗਰੁੱਪ ਵਰਕ ਅਤੇ ਪ੍ਰੋਜੈਕਟਾਂ ਦੀ ਬੈਟਰੀ ਦੀ ਵਰਤੋਂ ਕਰਦੇ ਹੋਏ ਭਾਸ਼ਾਈ ਅਤੇ ਸੰਚਾਰੀ ਹੁਨਰ ਦੋਵਾਂ ਦੇ ਮੁਲਾਂਕਣ 'ਤੇ ਅਧਾਰਤ ਹੋਵੇਗਾ।</p> <p>ਸੁਝਾਅ ਪੜ੍ਹਨ ਵਾਲੀ ਸਮੱਗਰੀ</p> <p>ਅਧਿਆਪਕ ਸਿਖਿਆਰਥੀਆਂ ਅਤੇ ਸਿੱਖਣ ਦੀ ਸਮੱਗਰੀ ਦੀ ਲੋੜ ਅਨੁਸਾਰ ਕਿਤਾਬਾਂ/ਪੜ੍ਹਨ ਦਾ ਸੁਝਾਅ ਦੇ ਸਕਦੇ ਹਨ।</p>	
Suggested Evaluation Method		
<p>Internal Assessment : 30 marks</p> <p>Class Participation : 5 marks</p> <p>Demonstration/Presentation/Quiz/ Activities/Viva-voce: 10 marks</p> <p>Mid Term Examination : 15 marks</p>	<p>End Term Examination : 70 marks</p>	

Part C – Learning Resources

11	ਸਵਰਨ ਸਿੰਘ (ਸੰਪਾ।)	ਗੁਰਬਖਸ਼ ਸਿੰਘ : ਪ੍ਰੀਤ ਸੰਸਾਰ, ਪੰਜਾਬੀ ਅਕਾਦਮੀ, ਦਿੱਲੀ, 1991
21	ਹਿੰਮਤ ਸਿੰਘ ਸੋਢੀ	ਗੁਰਬਖਸ਼ ਸਿੰਘ ਪ੍ਰੀਤਲੜੀ ਇੱਕ ਅਧਿਐਨ, ਲੋਕਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਚੰਡੀਗੜ੍ਹ, 1987
31	ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ	ਆਧੁਨਿਕ ਗੱਦਕਾਰ, ਕੁਲਦੀਪ ਪ੍ਰੈਸ, ਅੰਮ੍ਰਿਤਸਰ
41	ਕੁ ਲਵੰਤ ਸਿੰਘ	ਪੰਜਾਬੀ ਵਾਰਤਕ : ਸੰਚਾਰ ਤੇ ਵਿਹਾਰ, ਰਵੀ ਸਾਹਿਤ ਪ੍ਰਕਾਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ
51	ਧਰਮਪਾਲ ਸਿੰਗਲ	ਵਾਰਤਕ ਸ਼ੈਲੀ, ਭਾਸ਼ਾ ਵਿਭਾਗ ਪੰਜਾਬ, ਪਟਿਆਲਾ
61	ਪਿਆਰਾ ਸਿੰਘ ਦਾਤਾ ਅਤੇ ਅਜੀਤ ਸਿੰਘ (ਸੰਪਾ।)	ਗੁਰਬਖਸ਼ ਸਿੰਘ : ਕਲਾ ਤੇ ਸ਼ਖਸੀਅਤ, ਨੈਸ਼ਨਲ ਬੁੱਕ ਸ਼ਾਪ, ਦਿੱਲੀ, 1973
71	ਬਲਵੀਰ ਸਿੰਘ ਦਿਲ	ਪੰਜਾਬੀ ਨਿਬੰਧ : ਸਰੂਪ ਸਿਧਾਂਤ ਤੇ ਵਿਕਾਸ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 1991
81	ਅੰਮ੍ਰਿਤਪਾਲ ਕੌਰ (ਸੰਪਾ।)	ਵੀਹਵੀਂ ਸਦੀ ਦੀ ਪੰਜਾਬੀ ਕਵਿਤਾ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 2005
91	ਸੁਹਿੰਦਰਬੀਰ	ਸ਼ਿਵ ਕੁਮਾਰ : ਜੀਵਨ ਤੇ ਰਚਨਾ, ਵਾਰਿਸ ਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ
101	ਸਤਿੰਦਰ ਸਿੰਘ	ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਾਵਿ ਰੂਪ ਅਧਿਐਨ, ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ
111	ਕਰਮਜੀਤ ਸਿੰਘ	ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਾਵਿ-ਧਾਰਾਵਾਂ ਦੇ ਵਿਚਾਰਧਾਰਾਈ ਅਧਿਐਨ, ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ
121	ਅਵਨਾਸ਼ ਕੌਰ	ਪੰਜਾਬੀ ਰੇਖਾ ਚਿੱਤਰ : ਸਰੂਪ ਅਤੇ ਸਾਰ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
131	ਸੁਹਿੰਦਰ ਕੁਮਾਰ ਦਵੇਸ਼ਵਰ	ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਬਿਰਤਾਂਤ, ਲੋਕਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਚੰਡੀਗੜ੍ਹ, 2012
141	ਸੋਹਿੰਦਰ ਸਿੰਘ ਬੇਦੀ	ਪੰਜਾਬ ਦੀ ਲੋਕਧਾਰਾ, ਨੈਸ਼ਨਲ ਬੁੱਕ ਟ੍ਰੱਸਟ, ਇੰਡੀਆ, 1999
151	ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ, ਗੋਬਿੰਦ ਸਿੰਘ ਲਾਂਬਾ ਅਤੇ ਪਰਮਿੰਦਰ ਸਿੰਘ	ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ, ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ, ਲੁਧਿਆਣਾ, 1974
161	ਜਸਵਿੰਦਰ ਸਿੰਘ	ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ : ਪਛਾਣ ਚਿੰਨ੍ਹ, ਗਰੇਸੀਅਸ ਬੁਕਸ, ਪਟਿਆਲਾ, 2012
17.	ਜੋਗਿੰਦਰ ਸਿੰਘ ਕੈਰੋਂ	ਲੋਕਯਾਨ ਸ਼ਾਸਤਰ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ

SEMESTER-I

Part A-Introduction			
Subject	Education		
Semester	I		
Name of the Course	Art Education (Performing and Visual) - Theatre		
Course Code	B24-ITP-106		
Course Type	AEC/VAC		
Course Learning Outcomes (CLO):	<p>After completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. articulate the importance of aesthetics and art in secondary education, 2. demonstrate their familiarity with and appreciation of theatre, 3. learn basic theatre tools of improvisation, ideation, and creation of a script, 4. create a short performance with educational possibilities. 		
Credits	Theory	Practical	Total
	--	2	2
Contact Hours	--	2	2
Max. Marks: 50 Internal Assessment: 15 Marks End Term Practical : 35 Marks	Time: 3 hrs. (Practical)		

Part B- Contents of the Course		
<u>Instructions for Paper- Setter</u>		
Unit	Topics	Contact Hours
I	<p>Introduction to Theatre, and Beginning with the Body</p> <ul style="list-style-type: none"> • The Value of Art Itself and its Use in Education. • Identifying and Developing Aesthetic Sense Using Examples of Theatre Drama • Introduction to Theatre in Education and Drama in Education. • Use of Theatre/Drama in Social Movements. • Principles and Awareness on How to Use Body and Voice in a Given Space and Time • Exploring Different Roles, Characters, and Relationships to Identify and Portray Human Values, Attitudes, Intentions and Actions in Different Situations and Contexts. 	15
II	<p>Developing and Performing the Script</p> <ul style="list-style-type: none"> • Introduction to Different Games, Exercises and Conventions of Theatre and Drama. • Building Skills for Script Development and Adapting/Devising a Script around Curricular Themes • Understanding Different Theatrical Pedagogies Such as Process Drama, Curriculum Drama, Mantle of Expert, Teacher in Role Etc. • Developing and Designing Lesson Plans Using Drama Pedagogies for Their Respective Subjects and Developing and Designing Theatre Scripts on Their Respective Subjects or Interdisciplinary Areas. • Creating a Session of Learning Content as a Module which will be based on the Process of Drama and Theatre Technique. 	15

Suggested Activities	<p>Story making and devising.</p> <ul style="list-style-type: none"> • Script Writing. • Developing and designing lesson plan by using Drama Techniques. • Performing Skit/ Mime/ Mono-acting /Improvisation /Radio Drama/ One act play on any social setting.
Instructions for Practical Examiner	
Based on the course content, Student is required to perform one activity.	
Suggested Evaluation Methods	
<p>Internal Assessment: 15 Marks</p> <p>Class Participation: 5 Marks</p> <p>Demostration/presentation/Quiz/ Viva-voce: 10 Marks</p> <p>Project File: NA</p>	<p>End Term Practical Exam: 35 Marks</p> <p>Project File: 5 Marks</p> <p>Performing Activity: 15 Marks</p> <p>Viva-voce: 15 Marks</p>
Part C- Learning Resources	
<p>Suggested Readings</p> <ul style="list-style-type: none"> • Chauhan, R. (2016). Drama, Art and Education. Agra: Agrawal Publications, Sanjay Place. • Kakkar, R. & Makkhar, R. (2018). Drama, art and aesthetics in education. Agra: Rakhi Prakashan. • Kumar, R. (2016). Drama and art in education. Rajasthan: Jain Prakashan Mandir. • Ravikant, R. K., & Ananad, K. P. (2019). Drama and Art in Education. Neelkamal Publications. • Saxena, A., Sirth, S. (2016). Drama, art and aesthetics in education. Agra:Rakhi Prakashan. • Sharma, R. P., Sharma, R. K. (2016). Drama and art in education. Agra: Radha Prakashan Mandir. • Singh, C. (2016). Drama and art in education. Agra: Vinod Pustak Mandir. • Ghosh, S., & Banerjee, U. K. (2006). Indian Puppets. Abhinav Publications. 	

SEMESTER – I

Part A – Introduction			
Subject	Education		
Semester	I		
Name of the Course	Understanding India –I (Indian Ethos and Knowledge Systems)		
Course Code	B24-ITP-107		
Course Type	AEC/VAC		
Course Learning Outcomes (CLOs):	1. recognize the vast corpus of knowledge traditions of India, while developing an appreciation for it, 2. apply their acquired research and critical thinking skills in multidisciplinary themes, 3. summarize and pass on their learnings to their students of different Indian traditions in an easily digestible manner. 4. understand Economy and Mental health in ancient India.		
Credits	Theory	Tutorial	Total
	2	-	2
Contact Hours	2	-	2
Max. Marks: 50		Time: 1.5 hrs (Theory)	
Internal Assessment : 15 Marks			
End Term Exam: 35 Marks			

Part B- Contents of the Course

Instructions for Paper- Setter

Paper setter will set five questions in all, out of which students will be required to attempt three questions. Q. No 1 will be compulsory and will carry 7 marks. There will be two short -answer type Questions of 3.5 marks each to be selected from the entire syllabus. 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.

Unit	Topics	Contact Hours
I	Introduction to the Knowledge of India: Art, Literature, Polity and Law A. Definition & scope; Relevance of this knowledge. B. Fine arts (traditional art forms, contemporary arts, arts & spirituality, arts and Identity, and art and globalization). C. Performing Arts (Indian dance systems, traditional Indian pieces of music, visual arts, folk arts, etc.) and Literature (Sanskrit literature, religious literature, Indian poetry, folk literature). D. Kingship & types of government. E. Basis of Law: Dharma & its sources.	15
II	Economy and Health A. Overview of the Indian Economy from the Stone Age to the Guptas: The new culture of Urbanization (including castes, guilds, and other economic institutions; Harappan civilization economy; growth of agriculture and proliferation of new occupations; growth of writing); B. Internal & external trade and commerce, including trade routes, Indo-roman contacts, and maritime trade of South India; Temple economy. C. India's Health Tradition: Ayurveda, Siddha, Ashtavaidya, Unani, and other schools of thought; Lessons from Sushruta Samhita and Charaka Samhita; D. Mental health in ancient India: towards time-tested concepts of mental wellness (concept of mind, dhyana, mind-body relationship, Ayurveda, yoga darshan, atman, etc.).	15
Suggested activities	<ul style="list-style-type: none"> • Organization of day trips that help student teachers. • Watch events relating to visual and performing art; activities that enable student teachers to identify and record through photos, videos, etc. the elements of ancient architecture still existing in the city around them; • Organization of Individual and group presentations based on themes such as Polity, Law and Economy etc. • Organization of a 'Knowledge of India' day in the institution to celebrate the culture (food, clothes, etc.) that they would have been explored in lectures and tutorials; • Interactions with family members, elders, neighbors, and other members of society about the evolution of local systems and economy etc. 	

Suggested Evaluation Methods		
Internal Assessment: 15 Marks		End Term Examination:
Class Participation:	4 Marks	35 Marks
Seminar/presentation/assignment/quiz/activities/Viva-voce:	4 Marks	
Mid-Term Exam:	7 Marks	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1- Mahadevan.B,Pavana.R.N & Bhat.V.R (2023), Introduction to Indian Knowledge System (Concepts and Applications),PHI Learning Private Limited Delhi -110092 Pages 413.		
2- POLS-701C-Ancient Indian Political Thought – [Political Science – Studocu)		
3- Ancient Indian political thought: A critical appraisal (journalofpoliticalscience.com)		
4- Kapoor, Kapil – Indian Knowledge Systems (iitgn.ac.in)		
5Kapoor, Kapil.- Indian_Knowledge_Systems- pdf (iitgn.ac.in)		
6- IKS: Exploring India’s Knowledge Traditions Iitgn News		
7- Ghai, Pankja, Vidyanidhi Publication - Sanskrit me Rajnaitik Chintan-		

SEMESTER-II

SEMESTER – II

Part A – Introduction			
Subject	Foundation of Education		
Semester	II		
Name of the Course	Child Development & Educational Psychology		
Course Code	B24-ITP-201		
Course Type	CC-A2		
Course Learning Outcomes (CLOs):	<ol style="list-style-type: none"> 1. Acquaint the student about concept and theories of child growth and development at different stages of life. 2. Describe the concept and theory of learning, mental process of learning along with educational psychology. 3. Explain meaning and nature of intelligence, creativity, motivation along with discuss technique to measure intelligence, fostering creativity and strategies for motivation. 4. Understand group dynamics and apply strategies to facilitate group learning. 		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3	1	4
Max. Marks: 100		Time: 03 Hours (Theory)	
Internal Assessment Marks:	30		
End Term Exam Marks:	70		

Part B- Contents of the Course

Instructions for Paper- Setter

Paper setter will set nine questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory and will carry 14 marks. There will be four short answer type Questions 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 unit, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.

Unit	Topics	Contact Hours
I	<u>Dimensions of development:</u> <ol style="list-style-type: none">1. Growth and Development: Meaning, Significance and factors of understanding the process of child development.2. Developmental characteristics of a child during:<ul style="list-style-type: none">• Infancy stage• Childhood stage• Adolescence stage3. Individual differences: Concept, types, causes and educational implications.	15
II	<u>Theories of Child Development:</u> <ol style="list-style-type: none">1. Theories of cognitive development by Piaget: Concept, stages and implications with special reference to Indian context.2. Theories of Social and Emotional Development by Erickson: Concept, Stages and implications with special reference to Indian context.3. Theories of Moral Development by Kohlberg: Concept, Stages and implications with special reference to Indian context.	15
III	<u>Educational Psychology:</u> <ol style="list-style-type: none">1. Educational psychology: Meaning, Scope and Importance for the teacher.2. Psychology of learning:<ul style="list-style-type: none">• Concept and characteristics of learning• Factors affecting learning• Theories of learning: <ol style="list-style-type: none">1. Trial and error theory2. Classical Conditioning theory3. Operant conditioning theory4. Vygotsky Social Constructivist theory3. Mental process of learning: Thinking Concept and types of Thinking.4. Memory and Forgetting: Strategies to develop memory and minimize forgetting.	15

IV	<p><u>Nature of the Learner and Group Learning Strategies:</u></p> <ol style="list-style-type: none"> 1. Intelligence: Meaning, Nature and Theories of Intelligence (Two factor Theory and Thurston's Group factor theory, measurement and application of Intelligence tests.) 2. Creativity: Concept, Relationship with intelligence, technique of fostering Creativity. 3. Motivation: Concept, Nature, Significance and Strategies for motivation. 4. Group Dynamics: <ul style="list-style-type: none"> • Classroom as a social group • Characteristics of group • Understanding group interaction- Sociometry • Strategies to facilitate group learning. 	15
Suggested activities	<ol style="list-style-type: none"> 1. Spending day with a child and preparing a report based on our observations of children for: <ul style="list-style-type: none"> • A day from different economics status (low and affluent) • Focus on various factors: Physical, emotional, social, language, cultural and religious influencing the child on daily basis. 2. Observing children to understand the styles of children learning process. 3. Identifying the Learning Difficulties of Students in Different learning areas and the Possible Reason for them- Case Study Report. 4. Preparing Personalized Intervention plan for students with Learning Difficulties. 5. Plan to use advanced technology to encourage talented /gifted children. 6. Encouraging gifted/talented students beyond the general school curriculum. 7. Familiarization and Reporting of individual Psychological Tests. 	
<p>Internal Assessment:</p> <p>Class Participation: 05 Marks</p> <p>Seminar/presentation/assignment/quiz/activities class test etc.: 10 Marks</p> <p>Mid-Term Exam:15 Marks</p>		<p>End Term Examination:</p> <p>70 Marks</p>

Part C – Learning Resources

Recommended Books/e-resources/LMS:

- Aggarwal, J.C. (2009), Essentials of educational psychology, Vikas Publishing House Pvt. Ltd.: New Delhi.
- Berk, L.E., (2000), Childhood to Adolescence. Mc. Graw Hill Company, London 2.
- Berk, L.E., (2007), Development through the Life Span. Pearson Educational, New Delhi.
- Bhatia, K.K.,(2002), Bases of Educational Psychology, Ludhiana:Kalyani Publishers.
- Chauhan, S.S.(2002), Advanced Educational Psychology, New Delhi: Vikas Publishing House.
- Collins,R. (1979), The Credential Society: An Historical Sociology of education and Stratification, New York: Academy Press.
- Dash,B.N.(2004), Theories of education and education in the emerging Indian Society New Delhi: Dominant Publishers and Distributors.
- Mangal,S.K.(2002), Advanced Educational Psychology, New Delhi: Prentice Hall of India.
- Sharma,K.L.(1999), Social Inequality in India: Profiles of caste, class and Social mobility, Jaipur:Rawat Publication.
- Sandra Goss Lucas, Douglas,A.Bernstein (2014), Teaching Psychology: A step-by-step guide, 2nd edition, Psychology press: New York.
- Woolfolk,A. (2012), Educational Psychology, 12/E.Pearson Publishers: New Delhi.

SEMESTER-II

Part A- Introduction			
Subject	Hindi		
Semester	II		
Name of the Course	Language II : Hindi (As per the 8 th Schedule of the Constitution of India)		
Course Code	B24-ITP-202		
Course Type	AEC/VAC		
Course Learning Outcomes (CLO) :	<p>सीखने के परिणाम</p> <p>पाठ्यक्रम पूरा करने के बाद, छात्र शिक्षक इसमें सक्षम होंगे :</p> <ul style="list-style-type: none"> ● बहुभाषावाद की आवश्यकता और महत्त्व, बहुभाषावाद और शैक्षिक उपलब्धि के बीच संबंध को परिभाषित करें । ● L2 में पढ़ने, लिखने, सुनने, बोलने और सोचने की क्षमताओं का प्रदर्शन करें । ● भाषा और मानसिक कौशल के बीच संबंध को पहचानें और सभी उद्देश्यों के लिए अपने ज्ञान और कौशल को प्रभावी ढंग से प्रदर्शित करें । ● अंतर-वैयक्तिक संबंध बनाएं और सामाजिक कौशल बढ़ाएं । 		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3	1	4
Max. Marks : 100	Time : 3 Hrs.		
Internal Assessment : 30 Marks			
End Term Exam : 70 Marks			

Instructions for Paper- Setter

Paper setter will set nine questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory and will carry 14 marks. There will be four short answer type Questions 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 unit, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.

Part B- Contents of the Course

Unit	Content	Contact Hours
1	<p style="text-align: center;">भाषा, समाज और सीखना:</p> <p>क) द्वि/बहुभाषावाद : वैचारिक समझ और शैक्षिक उपलब्धियाँ, भाषा विविधता और सामाजिक विविधता, भाषाएँ बनाम बोलियाँ, भाषा का सांस्कृतिक संचरण, भाषा और लिंग, भाषा और पहचान, भाषा और शक्ति, संवैधानिक प्रावधान और राष्ट्रीय शिक्षा नीति 2020 ।</p> <p>ख) भाषा अधिग्रहण और भाषा सीखना । मातृभाषाओं से अन्य भाषाओं में भाषा सीखना; अन्य भाषाएँ सीखने के लाभ; भाषा और शिक्षा, पहली भाषा, दूसरी भाषा और अन्य की धारणा ।</p>	15
II	<p style="text-align: center;">व्याकरण को समझना</p> <p>क) भाषा में मनमानी; भाषण ध्वनियों का वर्गीकरण सत्र । स्वर, व्यंजन और अन्य सुप्रसेगमेंटल : तनाव,पिच, स्वर, स्वर, स्वर और समय; ध्वनिक ध्वन्यात्मकता ।</p> <p>ख) शब्द और अर्थ; भाषण के भाग, व्याकरणिक श्रेणियाँ; शब्द निर्माण : प्रत्यय, संयोजन, दोहराव, शब्दावली निर्माण ।</p> <p>ग) वाक्य और उसके घटक : सरल, जटिल और मिश्रित वाक्य; शब्दार्थ और व्यावहारिकता: शाब्दिक अर्थ : पर्यायवाची, एंटोनिमी। मेरोनिमी, व्याकरणिक अर्थ । भाषण अधिनियम ।</p>	15
III	<p style="text-align: center;">L2 में बुनियादी संचार कौशल</p> <p>क) उच्चारण और सुनने की समझ का कौशल ख) पढ़ना और समझकर समझने का कौशल</p>	15

	<p>ग) लेखन प्रणालियाँ : भाषण और लेखन, लेखन प्रणालियों के प्रकार।</p> <p>घ) प्रभावी लेखन कौशल, प्रभावी प्रस्तुति और बोलने का कौशल, संक्षेपण और व्याख्या कौशल ।</p>	
<p>प्ट</p>	<p>आलोचनात्मक पढ़ने और सोचने का कौशल</p> <p>क) आलोचनात्मक सोच और पढ़ने के घटक : उच्च स्तरीय संज्ञानात्मक विकास, आलोचनात्मक सोच, समस्या समाधान और तर्कसंगत पूछताछ ।</p>	<p>15</p>
	<p>सुझावात्मक अभ्यास</p> <p>1- रिकॉर्ड किए गए भाषण को सुनें और इसे ध्वनियों के आधार पर वर्गीकृत करें : स्वर, व्यंजन और अन्य;सुपरसेगमेंटल : तनाव, पिच, टोन, इंटोनेशन और जंक्शन; ध्वनिक ध्वन्यात्मकता ।</p> <p>2- लिखित कार्य से सरल, जटिल और मिश्रित वाक्यों के रूप में वाक्यों और उनके घटकों का विश्लेषण करें ।</p> <p>3- किसी भी संदर्भ में L1 और L2 की भाषा संरचना की तुलना करें और उसका विश्लेषण करें (वाक्यविन्यास शब्दार्थ शब्दार्थ और ध्वनि)</p> <p>लेन-देन का सुझावात्मक तरीका :</p> <p>इस पाठ्यक्रम को पढ़ाने में इंटरैक्टिव व्याख्यान, ट्यूटोरियल और चर्चा, रोल प्ले, प्रोजेक्ट, सिमुलेशन, कार्यशालाएं और भाषा-जागरूकता गतिविधियों जैसे व्यावहारिक मिश्रण शामिल होंगे । यह शिक्षण कक्षा में चर्चा को शामिल करते हुए सीखने के लिए गहन दृष्टिकोण का इरादा रखता है, छात्रों के बीच महत्वपूर्ण सोच/समस्या सुलझाने की क्षमताओं को विकसित करता है और उन स्थितियों पर भी ध्यान केंद्रित करेगा जहां हमारे दैनिक जीवन में व्यक्ति ऐसे कार्य कर रहा होगा जिसमें भाषा कौशल का प्राकृतिक एकीकरण शामिल है । छात्रों से अपेक्षा की जाती है कि वे सत्र से पहले निर्दिष्ट अध्याय/लेख पढ़ें और पाठ्यक्रम में छात्रों की सक्रिय भागीदारी की आवश्यकता है ।</p> <p>विचारोद्बोधक मूल्यांकन का तरीका :</p> <p>शिक्षार्थी कामूल्यांकन मुख्य रूप से परीक्षणों और परीक्षण प्रकारों, समूह कार्य और परियोजनाओं की बैटरी का उपयोग करके भाषाई और संचार कौशल दोनों के मूल्यांकन पर आधारित होगा ।</p>	

<p>सुझावात्मक पठन सामग्री :</p> <p>शिक्षण शिक्षार्थियों की आवश्यकता और सीखने की सामग्री के अनुसार किताबें/पढ़ने का सुझाव दे सकते हैं ।</p>	
<p>Suggested Evaluation Method</p>	
<p>Internal Assessment : 30 marks</p> <p>Class Participation : 5 marks</p> <p>Demonstration/Presentation/Quiz/ activities/ Viva-voce: 10 marks</p> <p>Mid-Term Exam: 15 marks</p>	<p>End Term Examination : 70 marks</p>
<p>Part C – Learning Resources</p>	
<p>संदर्भ ग्रन्थ सूची</p> <ul style="list-style-type: none"> ● उमा, मंगल, (2008), हिन्दी शिक्षण, नई दिल्ली: आर्य बुक डिपो ● कश्यप, रेणु, (2001)ए राजभाषा हिन्दी का स्वरूप विश्लेषण, पटना: जिज्ञासा प्रकाशन, झेलम अपार्टमेंट ● कुमार, योगेश (2004), आधुनिक हिन्दी शिक्षण, नई दिल्ली : ए० पी० एच० पब्लिशिंग ● कौरपोरेशन पाण्डेय, रामशकल, (2004), नूतन हिन्दी शिक्षण, आगरा: विनोद पुस्तक मन्दिर ● पारीक, ममता (2006), हिन्दी शिक्षण जयपुर : कल्पना पब्लिकेशन्स चॉदपोल बाजार ● भाटिया, केलाशचन्द्र एवं मोतीलाल चतुर्वेदी (2001), हिन्दी भाषा विकास और स्वरूप, नई दिल्ली: ग्रंथ अकादमी ● व्यास भगवतीलाल एवं वेद प्रकाश, (2004), हिन्दी शिक्षण के नये आयाम, आगरा: राधा प्रकाशन मन्दिर ● सिंह, निरंजन कुमार (2006), माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान: हिन्दी ग्रन्थ अकादमी, तिलकनगर ● के क्षत्रिया, मातृभाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा ● के के सुखिया, हिन्दी ध्वनियाँ और उनका शिक्षण, रामनारायण लाल, ● इलाहाबाद जयनारायण कौशिक, शुद्ध हिंदी लेखन, आर्य बुक डिपो, ● करोल बाग, नई दिल्ली भोलानाथ तिवारी, भाषा-विज्ञान, किताब महल, इलाहाबाद 	

SEMESTER-II

Part A- Introduction			
Subject	Sanskrit		
Semester	II		
Name of the Course	Language II : Sanskrit (As per the 8 th Schedule of the Constitution of India)		
Course Code	B24-ITP-203		
Course Type	AEC/VAC		
Course Learning Outcomes (CLO) :	<p>शिक्षणपरिणाम</p> <p>पाठ्यक्रमं सम्पन्नं कृत्वा छात्रशिक्षकाः 1.</p> <ul style="list-style-type: none">● बहुभाषिकतायाः आवश्यकतां महत्त्वं च, बहुभाषिकतायाः शैक्षणिकसिद्धेः च सम्बन्धं परिभाषयन्तु।● L2, 2019 इत्यत्र पठन-लेखन-श्रवण-कथन-चिन्तन-क्षमतां प्रदर्शयन्ति।● भाषायाः मानसिककौशलस्य च सम्बन्धं ज्ञात्वा सर्वेषां प्रयोजनार्थं तेषां ज्ञानं कौशलं च प्रभावीरूपेण प्रदर्शयन्ति,● अन्तरव्यक्तिगतसम्बन्धनिर्माणं सामाजिककौशलं च वर्धयति ।		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3	1	4
Max. Marks : 100 Internal Assessment : 30 Marks End Term Exam : 70 Marks	Time : 3 Hrs.		

Instructions for Paper- Setter

Paper setter will set nine questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory and will carry 14 marks. There will be four short answer type Questions 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 unit, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.

Part B- Contents of the Course

Unit	Content	Contact Hours
1	<p style="text-align: center;">भाषा, समाजः शिक्षणं च</p> <p>क. द्वि-/बहुभाषिकता: अवधारणात्मसमझः तथा शैक्षणिक उपलब्धयः, भाषाविविधता तथा सामाजिकविविधता: भाषा बनाम बोली, भाषा का सांस्कृतिक संचरण, भाषा एवं लिंग एवं पहचान, भाषा एवं शक्ति, संवैधानिक प्रावधान एवं राष्ट्रीय शिक्षा नीति 2020</p> <p>ख. भाषाधिग्रहणं भाषाशिक्षणं च। मातृभाषीयः अन्यभाषाभ्यः भाषाशिक्षणम्; अन्यभाषाशिक्षणस्य लाभाः; भाषा एवं शिक्षा, प्रथम भाषा, द्वितीय भाषा आदि की धारणा ।</p>	15
II	<p style="text-align: center;">व्याकरणं अवगत्य</p> <p>क. भाषायां मनमानानिता; वर्गीकरण वाक्ध्वनयः सत्राः। स्वराः, व्यंजनाः, अन्ये च, अतिखण्डात्मकाः : तनावः, स्वरः, स्वरः, स्वरः, संधिः च; ध्वनि ध्वन्यात्मकता ।</p> <p>ख. शब्दः अर्थः च; वाक्भागाः, व्याकरणिकवर्गाः; शब्द निर्माणः प्रत्यय, समास, पुनर्गुण, शब्दावली निर्माण ।</p> <p>ग. वाक्यं तस्य घटकं च : सरलं, जटिलं, समासवाक्यं च; शब्दार्थ एवं व्यावहारिकता : शाब्दिक अर्थ-पर्यायवाची, विलोम शब्द। मेरोनिमी, व्याकरणिक अर्थ । वाक् कृत्यम्।</p>	15
III	<p style="text-align: center;">L2 इत्यस्मिन् मूलभूतसञ्चारकौशलम्</p> <p>क. एकं उच्चारणं श्रवणं च अवगमनकौशलम्</p> <p>ख. पठन-पठन-अवगमन-कौशलम्</p> <p>ग. लेखनप्रणाल्याः : वाक् लेखनम्, लेखनप्रणाल्याः प्रकाराः ।</p>	15

	घ. प्रभावी लेखनकौशलं, प्रभावी प्रस्तुति तथा भाषणकौशलं, सारांशीकरणं तथा पैराफ्रेजिंग कौशलम् ।	
प	<p style="text-align: center;">समीक्षात्मक पठन-चिन्तन-कौशलम्</p> <p>क. आलोचनात्मकचिन्तनस्य पठनस्य च घटकाः : उच्चस्तरीयसंज्ञानात्मकविकासः, आलोचनात्मकचिन्तनम्, समस्यानिराकरणं तथा तर्कसंगतजिज्ञासा ।</p>	15
	<p>सुज्ञावात्मक अभ्यास</p> <p>1- अभिलेखितं भाषणं शृणुत, तस्य वर्गीकरणं ध्वनिनाम् आधारेण कुर्वन्तुः स्वराः, व्यंजनाः, अन्ये चः नचतैमहउमदजंस : तनावः, स्वरः, स्वरः, स्वरः, सन्धिः च; ध्वनिक ध्वन्यात्मकता ।</p> <p>2- लिखितकार्यतः वाक्यानां तेषां घटकानां च सरलं, जटिलं, समासवाक्यं च इति विश्लेषणं कुर्वन्तु ।</p> <p>3- कस्मिन् अपि सन्दर्भे स१ तथा स२ इत्येतयोः भाषासंरचनायाः तुलनां विश्लेषणं च कुर्वन्तु (लदजंगम 'मउंदजपवे उवतचीमउम 'दक 'वनदक)</p> <p>व्यवहारस्य सुज्ञावात्मकः प्रकारः अस्य पाठ्यक्रमस्य अध्यापनार्थं अनंतरक्रियाशीलव्याख्यानानां, पाठ्यक्रमस्य, व्यावहारिकस्य च मिश्रणं भवति यथा चर्चा, भूमिकानिर्वाहः, परियोजना, अनुकरणं, कार्यशालाः, भाषा-जागरूकता-क्रियाकलापाः च। शिक्षणस्य अभिप्रायः अस्ति यत् कक्षायाः अन्तः चर्चा, छात्राणां मध्ये समीक्षात्मकचिन्तनस्य/समस्यानिराकरणक्षमतानां विकासः, शिक्षणस्य गहनतरदृष्टिकोणः भवति तथा च तासु परिस्थितिषु अपि केन्द्रीभूता भविष्यति यत्र अस्माकं दैनन्दिनजीवने कश्चन कार्याणि निर्वहति स्यात् येषु भाषाकौशलस्य स्वाभाविकं एकीकरणं भवति छात्राणां सत्रात् पूर्वं नियुक्ताः अध्यायाः/लेखाः पठितुं अपेक्षिताः सन्ति तथा च पाठ्यक्रमे छात्राणां सक्रियभागीदारी आवश्यकी भवति।</p> <p>सुज्ञावात्मकः मूल्याङ्कनविधिः शिक्षिकायाः मूल्याङ्कनं मुख्यतया परीक्षणस्य तथा परीक्षणप्रकारस्य, समूहकार्यस्य परियोजनायाः च बैटरी इत्यस्य उपयोगेन भाषाविज्ञानस्य संचारकौशलस्य च मूल्याङ्कनस्य आधारेण भविष्यति।</p> <p>सुज्ञावात्मक पठनसामग्री शिक्षकाः शिक्षिकाणां आवश्यकतानुसारं शिक्षणसामग्री च पुस्तकानि/पाठानि सुचयितुं शक्नुवन्ति ।</p>	

Suggested Evaluation Method	
<p>Internal Assessment : 30 marks</p> <p>Class Participation : 5 marks</p> <p>Demonstration/Presentation/Quiz/Activities/ Viva-voce: 10 marks</p> <p>Mid-Term Exam: 15 marks</p>	<p>End Term Examination : 70 marks</p>
Part C – Learning Resources	
<p>सुझावाँक मक पठनसामग्री</p> <ul style="list-style-type: none"> ● शिक्षकाः शिक्षिकाणां आवश्यकतानुसारं शिक्षणसामग्री च पुस्तकानि/पाठानि सुचयितुं शक्नुवन्ति । ● आटे, डी. जी. एवम् डोगरे (1980) टीचिंग ऑफ संस्कृत इन सैकेण्डरी स्कूल, बडौदा: आचार्य बुक डिपो । ● काले, एम. आर., हायर संस्कृत ग्रामर ● गवर्नमैन्ट ऑफ इण्डिया: रिपोर्ट ऑफ संस्कृत कमीशन । ● पाण्डे, आर. एस. (2000), संस्कृत शिक्षण, आगरा: विनोद पुस्तक मन्दिनर । ● मित्तल, सन्तोष, संस्कृत शिक्षण, मेरठ: आर लाल बुक डिपो । ● मिश्र, प्रभाशंकर, संस्कृत-शिक्षण । ● बोकिल एवम् पारसनिक, ए. न्यू एपरोच टू संस्कृत, पूना: लोक संग्रह प्रैस ● सफाया, रघुनाथ, संस्कृत-शिक्षण, चण्डीगढ: हरियाणा साहिँय अकादमी ● सिंह, एस. डी. एवम् शर्मा (1999), संस्कृत शिक्षण, आगरा: राधा प्रकाशन मंडी शास्त्री एवम् शास्त्री, संस्कृत शिक्षण, जयपुर: राजस्थान प्रकाशन ● हुफरेकर द प्रोब्लम ऑफ टीचिंग ऑफ संस्कृत 	

SEMESTER-II

Part A – Introduction			
Subject	English		
Semester	II		
Name of the Course	Language II: English (as per 8 th Schedule of Constitution of India)		
Course Code	B24-ITP-204		
Course Type	AEC/VAC		
Course Learning Outcomes (CLOs):	After completing the course ,student teachers will be able to: <ol style="list-style-type: none"> 1. Define the need and importance of multilingualism, the relationship between multilingualism and scholastic achievement. 2. Demonstrate reading ,writing, listening, speaking, andthinking abilitiesinL2. 3. Recognizethelinkbetweenlanguageandmental skillsanddemonstratetheirknowledgeandskill s effectively forall purposes. 4. buildinter-personalrelationshipsandenhancesocialskills 		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3	1	4
Max. Marks: 100		Time: 3 Hours	
Internal Assessment Marks: 30 Marks			
End Term Exam Marks: 70 Marks			

Instructions for Paper- Setter

Paper setter will set nine questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory and will carry 14 marks. There will be four short answer type Questions 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 unit, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.

Part B- Contents of the Course

Unit	Topics	Contact Hours
I	<p style="text-align: center;">Language, Society, and Learning</p> <p>A. Bi-/Multilingualism: Conceptual Understanding and Scholastic Achievements, Language Variation and Social Variation; Languages Versus Dialects, Cultural Transmission of Language, Language and Gender, Language and Identity, Language and Power, Constitutional Provisions and National Education Policy 2020.</p> <p>B. Language Acquisition and Language Learning. Language Learning from Mother Tongues to Other Tongues; Advantages of Learning other Languages; Language and Education, Notion of First Language, Second Language and Others.</p>	15
II	<p style="text-align: center;">Understanding Grammar</p> <p>A. Arbitrariness in Language; Classification Sessions of Speech Sounds. Vowels, Consonants, and Others, Suprasegmental: Stress, Pitch, Tone, Intonation, and Juncture; Acoustic Phonetics.</p> <p>B. Word and Meaning; Parts of Speech, Grammatical Categories; Word Formation: Affixation, Compounding, Reduplication, Vocabulary Building.</p> <p>C. Sentence and its Constituents: Simple, Complex, and Compound Sentences; Semantics and Pragmatics: Lexical Meaning- Synonymy, Antonymy. Meronymy, Grammatical Meaning. Speech Acts</p>	15

III	<p align="center">Basic Communication Skills in L2</p> <p>A. Pronunciation and Listening Comprehension Skills</p> <p>B. Reading and Reading Comprehension Skills</p> <p>C. Writing Systems: Speech and Writing, Types of Writing Systems.</p> <p>D. Effective Writing Skills, Effective Presentation and Speaking Skills, Summarizing and Paraphrasing Skills.</p>	15
IV	<p align="center">Critical Reading and Thinking Skills</p> <p>A. Components of Critical Thinking and Reading: High Order Cognitive Development, Critical Thinking, Problem Solving and Rational inquiry.</p>	15
Suggested Activities	<p>1. Listen to are corded speech and classify it based on sounds: vowels, consonants, and others; suprasegmental: stress, pitch, tone, intonation, and juncture; Acoustic phonetics.</p> <p>2. Analyze sentences and their constituents as simple, complex, and compound sentences from written work.</p> <p>3. Compare and analyze the language structure of L1 and L2 in any context (syntax semantics morpheme and sound)</p>	
Suggested Evaluation Methods		
<p>Internal Assessment: 30 Marks</p> <p>Class Participation: 05 Marks</p> <p>Demonstration/presentation/quiz/viva voice: 10 Marks</p> <p>Mid-Term Examination: 15 marks</p>	End Term Examination: 70	

Part C-Learning Resources

- Donald L.Barnes(2001). Critical reading and thinking skills. Phoenix learning resources.
- Ingo Plag (2003). Word formation in English. Cambridge University Press
- ChristainChuenMengGoh, Rita silver (2006). Language Learning. Pearson
- P. KiranmaiDutt and GeethaRajeevan (2007). Basic communication skills. Cambridge University Press.
- Francoise Grellet (1981). Developing Reading Skills. Cambridge University Press.
- A.R. Kidwai, SherinShervani. Writing skills: Methods and Practice. Viva Books Originals.
- Martin Hewings (2013). Advanced English Grammer. Cambridge University Press.
- Raymond and Murphy (2009). Intermediate English Grammer. Cambridge University Press.

SEMESTER-II

Part A- Introduction			
Subject	Punjabi		
Semester	II		
Name of the Course	Language-II : Punjabi (As per the 8 th Schedule of the Constitution of India)		
Course Code	B24-ITP-205		
Course Code	AEC/VAC		
Course Learning Outcomes (CLO) :	<p>ਕ੍ਰੈਡਿਟ : 4 ਅਧਿਕਤਮ ਅੰਕ : 100</p> <p>ਸਮੈਸਟਰ : ਛਾਂ (ਅੰਦਰੂਨੀ ਅੰਕ : 100)</p> <p>ਸਮਾਂ : 3 ਘੰਟੇ ਸਿੱਖਣ</p> <p>ਦੇ ਨਤੀਜੇ :</p> <p>ਕੌਰਸ ਪੂਰਾ ਕਰਨ ਤੋਂ ਬਾਅਦ, ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕ ਇਹ ਕਰਨ ਦੇ ਯੋਗ ਹੋਣਗੇ :</p> <ul style="list-style-type: none"> ● ਬਹੁ-ਭਾਸ਼ਾਈਵਾਦ ਦੀ ਲੋੜ ਅਤੇ ਮਹੱਤਤਾ ਨੂੰ ਪਰਿਭਾਸ਼ਿਤ ਕਰੇ, ਬਹੁ-ਭਾਸ਼ਾਈਵਾਦ ਅਤੇ ਵਿਦਿਅਕ ਪ੍ਰਾਪਤੀ ਵਿਚਕਾਰ ਸਬੰਧ ● L2 ਵਿੱਚ ਪੜ੍ਹਨ, ਲਿਖਣ, ਸੁਣਨ, ਬੋਲਣ ਅਤੇ ਸੋਚਣ ਦੀਆਂ ਯੋਗਤਾਵਾਂ ਦਾ ਪ੍ਰਦਰਸ਼ਨ ਕਰੇ, ● ਭਾਸ਼ਾ ਅਤੇ ਮਾਨਸਿਕ ਹੁਨਰ ਦੇ ਵਿਚਕਾਰ ਸਬੰਧ ਨੂੰ ਪਛਾਣਨਾ ਅਤੇ ਸਾਰੇ ਉ ਦੋਸ਼ਾਂ ਲਈ ਆਪਣੇ ਗਿਆਨ ਅਤੇ ਹੁਨਰ ਨੂੰ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਢੰਗ ਨਾਲ ਪ੍ਰਦਰਸ਼ਿਤ ਕਰਨਾ, ● ਅੰਤਰ-ਨਿਜੀ ਸਬੰਧ ਬਣਾਉਣਾ ਅਤੇ ਸਮਾਜਿਕ ਹੁਨਰ ਨੂੰ ਵਧਾਉਣਾ 1 		
Credits	Theory	Tutorial	Total
	3	1	4
	3	1	8
Contact Hours			
Max. Marks : 100	Time : 3 Hrs.		
Internal Assessment : 30 Marks			
End Term Exam : 70 Marks			

Instructions for Paper- Setter

Paper setter will set nine questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory and will carry 14 marks. There will be four short answer type Questions 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 unit, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.

Part B- Contents of the Course

Unit	Content	Contact Hours
I	ਭਾਸ਼ਾ, ਸਮਾਜ ਅਤੇ ਸਿਖਲਾਈ	15
	<p>A. ਦੋ/ਬਹੁਭਾਸ਼ੀਵਾਦ : ਸੰਕਲਪਿਕ ਸਮਝ ਅਤੇ ਵਿਦਵਤਾਤਮਕ ਪ੍ਰਾਪਤੀਆਂ, ਭਾਸ਼ਾ ਪਰਿਵਰਤਨ ਅਤੇ ਸਮਾਜਿਕ ਪਰਿਵਰਤਨ; ਭਾਸ਼ਾਵਾਂ ਬਨਾਮ ਉ ਪਭਾਸ਼ਾਵਾਂ, ਭਾਸ਼ਾ ਦਾ ਸੱਭਿਆਚਾਰਕ ਸੰਚਾਰ, ਭਾਸ਼ਾ ਅਤੇ ਲਿੰਗ, ਭਾਸ਼ਾ ਅਤੇ ਪਛਾਣ, ਭਾਸ਼ਾ ਅਤੇ ਸ਼ਕਤੀ ਸੰਵਿਧਾਨਕ ਵਿਵਸਥਾਵਾਂ ਅਤੇ ਰਾਸ਼ਟਰੀ ਸਿੱਖਿਆ ਨੀਤੀ 2020 1</p> <p>B. ਭਾਸ਼ਾ ਪ੍ਰਾਪਤੀ ਅਤੇ ਭਾਸ਼ਾ ਸਿੱਖਣਾ1 ਮਾਤ ਭਾਸ਼ਾਵਾਂ ਤੋਂ ਹੋਰ ਭਾਸ਼ਾਵਾਂ ਤੱਕ ਭਾਸ਼ਾ ਸਿੱਖਣਾ; ਹੋਰ ਭਾਸ਼ਾਵਾਂ ਸਿੱਖਣ ਦੇ ਢਾਂਚੇ; ਭਾਸ਼ਾ ਅਤੇ ਸਿੱਖਿਆ, ਪਹਿਲੀ ਭਾਸ਼ਾ ਦੀ ਧਾਰਨਾ, ਦੂਜੀ ਭਾਸ਼ਾ ਅਤੇ ਹੋਰ 1</p>	
II	ਵਿਆਕਰਨ ਨੂੰ ਸਮਝਣਾ	15
	<p>A. ਭਾਸ਼ਾ ਵਿੱਚ ਮਨਮਾਨੀ; ਸਪੀਚ ਯੂ ਨੀਆਂ ਦਾ ਵਰਗੀਕਰਨ ਸੈਸ਼ਨ1 ਸਵਰ, ਵਿਅੰਜਨ ਅਤੇ ਹੋਰ, ਸੁਪਰਸੈਗਮੈਂਟਲ : ਤਣਾਅ, ਪਿੱਚ, ਟੋਨ, ਯੂ ਨ, ਅਤੇ ਜੰਕਚਰ; ਯੂ ਨੀ ਯੂ ਨੀ ਵਿਗਿਆਨ 1</p> <p>B. ਸ਼ਬਦ ਅਤੇ ਅਰਥ; ਭਾਸ਼ਣ ਦੇ ਹਿੱਸੇ, ਵਿਆਕਰਨਿਕ ਸ਼੍ਰੇਣੀਆਂ; ਸ਼ਬਦ ਬਣਤਰ : ਅਫੀਕੇਸ਼ਨ, ਕੰਪਾਉਂਡਿੰਗ, ਰਿਫ਼ਪਲੀਕੇਸ਼ਨ, ਸ਼ਬਦਾਵਲੀ ਬਿਲਡਿੰਗ 1</p> <p>C. ਵਾਕ ਅਤੇ ਇਸਦੇ ਤੱਤ : ਸਰਲ, ਗੁੰਝਲਦਾਰ, ਅਤੇ ਮਿਸ਼ਰਿਤ ਵਾਕ; ਅਰਥ-ਵਿਗਿਆਨ ਅਤੇ ਵਿਵਹਾਰਕਤਾ : ਸ਼ਬਦਾਵਲੀ ਦਾ ਅਰਥ ਸਮਾਨਾਰਥੀ, ਵਿਰੋਧੀ1 ਮੋਰੋਨੀਮੀ, ਵਿਆਕਰਨਿਕ ਅਰਥ, ਸਪੀਚ ਐਕਟ1</p>	
III	L2 ਵਿੱਚ ਬੁਨਿਆਦੀ ਸੰਚਾਰ ਹੁਨਰ	15
	<p>A. ਇੱਕ ਉਚਾਰਨ ਅਤੇ ਸੁਣਨ ਦੀ ਸਮਝ ਦੇ ਹੁਨਰ</p> <p>B. ਪੜ੍ਹਨ ਅਤੇ ਪੜ੍ਹਨ ਦੀ ਸਮਝ ਦੇ ਹੁਨਰ</p> <p>C. ਰਾਈਟਿੰਗ ਸਿਸਟਮ : ਸਪੀਚ ਐਂਡ ਰਾਈਟਿੰਗ, ਟਾਈਪਿੰਗ ਸਿਸਟਮਜ਼ ਦੀਆਂ ਕਿਸਮਾਂ 1</p> <p>D. ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਲਿਖਣ ਦੇ ਹੁਨਰ, ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਪੇਸ਼ਕਾਰੀ ਅਤੇ</p>	

	ਬੋਲਣ ਦੇ ਹੁਨਰ, ਸੰਖੇਪ ਅਤੇ ਵਿਆਖਿਆ ਦੇ ਹੁਨਰ 1	
IV	<p align="center">ਨਾਜ਼ੁਕ ਪੜ੍ਹਨ ਅਤੇ ਸੋਚਣ ਦੇ ਹੁਨਰ</p> <p>A ਕ੍ਰਿਟੀਕਲ ਥਿੰਕਿੰਗ ਅਤੇ ਰੀਡਿੰਗ ਦੇ ਕੰਪੋਨੈਂਟਸ : ਹਾਈ ਆਰਡਰ ਬੋਧਾਤਮਕ ਵਿਕਾਸ, ਆਲੋਚਨਾਤਮਕ ਸੋਚ, ਸਮੱਸਿਆ ਹੱਲ ਅਤੇ ਤਰਕਸ਼ੀਲ ਪੁੱਛਗਿੱਛ 1</p>	15
	<p align="center">ਸੁਝਾਅ ਦੇਣ ਵਾਲਾ ਅਭਿਆਸ</p> <ol style="list-style-type: none"> 1. ਰਿਕਾਰਡ ਕੀਤੇ ਭਾਸ਼ਣ ਨੂੰ ਸੁਣੋ ਅਤੇ ਇਸਨੂੰ ਧੁ ਨੀਆਂ ਦੇ ਆਧਾਰ 'ਤੇ ਵਰਗੀਕ੍ਰਿਤ ਕਰੋ : ਸਵਰ, ਵਿਅੰਜਨ ਅਤੇ ਹੋਰ; ਤਚਬਗਤਕਪਠਕਅਵ; : ਤਣਾਅ, ਪਿੱਚ, ਟੋਨ, ਜਅਵਰਅਵਜਰਅ, ਅਤੇ ਜੰਕਚਰ; ਧੁਨੀ ਧੁ ਨੀ ਵਿਗਿਆਨ 1 2. ਲਿਖਤੀ ਕੰਮ ਤੋਂ ਵਾਕਾਂ ਅਤੇ ਉਹਨਾਂ ਦੇ ਹਿੱਸਿਆਂ ਦਾ ਸਧਾਰਨ, ਗੁੰਝਲਦਾਰ ਅਤੇ ਮਿ ਸਰਿਤ ਵਾਕਾਂ ਵਜੋਂ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੋ 1 3. ਕਿਸੇ ਵੀ ਸੰਦਰਭ ਵਿੱਚ :1 ਅਤੇ :2 ਦੀ ਭਾਸ਼ਾ ਬਣਤਰ ਦੀ ਤੁਲਨਾ ਕਰੋ ਅਤੇ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰੋ (ਸੰਟੈਕਸ ਅਰਥ ਵਿਗਿਆਨ ਰੂਪ ਅਤੇ ਆਵਾਜ਼) <p>ਲੈਣ-ਦੇਣ ਦਾ ਸੁਝਾਅ ਮੌਡ</p> <p>ਇਸ ਕੋਰਸ ਨੂੰ ਪੜ੍ਹਾਉਣ ਵਿੱਚ ਇੰਟਰਐਕਟਿਵ ਲੈਕਚਰ, ਟਿਊਟੋਰਿਅਲ ਅਤੇ ਵਿਹਾਰਕ ਸ਼ਾਮਲ ਹੋਣਗੇ ਜਿਵੇਂ ਕਿ ਚਰਚਾ, ਰੋਲ ਪਲੇ, ਪ੍ਰੋਜੈਕਟ, ਸਿਮੂਲੇਸ਼ਨ, ਵਰਕਸ਼ਾਪਾਂ ਅਤੇ ਭਾਸ਼ਾ-ਜਾਗਰੂਕਤਾ ਗਤੀਵਿਧੀਆਂ। ਅਧਿਆਪਨ ਦਾ ਇਰਾਦਾ ਸਿੱਖਣ ਲਈ ਡੂੰਘੀ ਪਹੁੰਚ ਦਾ ਇਰਾਦਾ ਰੱਖਦਾ ਹੈ ਜਿਸ ਵਿੱਚ ਕਲਾਸ ਰੂਮ ਵਿੱਚ ਚਰਚਾ ਸ਼ਾਮਲ ਹੁੰਦੀ ਹੈ, ਵਿਦਿਆਰਥੀਆਂ ਵਿੱਚ ਆਲੋਚਨਾਤਮਕ ਸੋਚ/ਸਮੱਸਿਆ ਹੱਲ ਕਰਨ ਦੀਆਂ ਯੋਗਤਾਵਾਂ ਦਾ ਵਿਕਾਸ ਹੁੰਦਾ ਹੈ ਅਤੇ ਉਹਨਾਂ ਸਥਿਤੀਆਂ 'ਤੇ ਵੀ ਧਿਆਨ ਕੇਂਦ੍ਰਿਤ ਕੀਤਾ ਜਾਂਦਾ ਹੈ ਜਿੱਥੇ ਸਾਡੇ ਰੋਜ਼ਾਨਾ ਜੀਵਨ ਵਿੱਚ ਕੋਈ ਵਿਅਕਤੀ ਅਜਿਹੇ ਕਾਰਜ ਕਰ ਰਿਹਾ ਹੁੰਦਾ ਹੈ ਜਿਸ ਵਿੱਚ ਭਾਸ਼ਾ ਦੇ ਹੁਨਰ ਦਾ ਕੁਦਰਤੀ ਏਕੀਕਰਣ ਸ਼ਾਮਲ ਹੁੰਦਾ ਹੈ। ਵਿਦਿਆਰਥੀਆਂ ਤੋਂ ਸੈਸ਼ਨ ਤੋਂ ਪਹਿਲਾਂ ਨਿਰਧਾਰਤ ਅਧਿਆਏ/ਲੇਖ ਪੜ੍ਹਨ ਦੀ ਉਮੀਦ ਕੀਤੀ ਜਾਂਦੀ ਹੈ ਅਤੇ ਕੋਰਸ ਲਈ ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਸਰਗਰਮ ਭਾਗੀਦਾਰੀ ਦੀ ਲੋੜ ਹੁੰਦੀ ਹੈ।</p> <p>ਸੁਝਾਅ ਦੇਣ ਵਾਲਾ ਮੁਲਾਂਕਣ ਦਾ ਢੰਗ</p> <p>ਸਿਖਿਆਰਥੀ ਦਾ ਮੁਲਾਂਕਣ ਮੁੱਖ ਤੌਰ 'ਤੇ ਟੈਸਟਾਂ ਅਤੇ ਟੈਸਟ ਕਿਸਮਾਂ, ਗਰੁੱਪ ਵਰਕ ਅਤੇ ਪ੍ਰੋਜੈਕਟਾਂ ਦੀ ਬੈਟਰੀ ਦੀ ਵਰਤੋਂ ਕਰਦੇ ਹੋਏ ਭਾਸ਼ਾਈ ਅਤੇ ਸੰਚਾਰੀ ਹੁਨਰ ਦੋਵਾਂ ਦੇ ਮੁਲਾਂਕਣ 'ਤੇ ਅਧਾਰਤ ਹੋਵੇਗਾ।</p> <p>ਸੁਝਾਅ ਪੜ੍ਹਨ ਵਾਲੀ ਸਮੱਗਰੀ</p> <p>ਅਧਿਆਪਕ ਸਿਖਿਆਰਥੀਆਂ ਅਤੇ ਸਿੱਖਣ ਦੀ ਸਮੱਗਰੀ ਦੀ ਲੋੜ ਅਨੁਸਾਰ ਕਿਤਾਬਾਂ/ਪੜ੍ਹਨ ਦਾ ਸੁਝਾਅ ਦੇ ਸਕਦੇ ਹਨ।</p>	

Suggested Evaluation Method

Internal Assessment : 30 marks	End Term Examination : 70 marks
Class Participation : 5 marks	
Demonstration/Presentation/Quiz/ Activities/Viva-voce: 10 marks	
Mid-Term Exam : 15 marks	

Part C – Learning Resources

11	ਸਵਰਨ ਸਿੰਘ (ਸੰਪਾ।)	ਗੁਰਬਖਸ਼ ਸਿੰਘ : ਪ੍ਰੀਤ ਸੰਸਾਰ, ਪੰਜਾਬੀ ਅਕਾਦਮੀ, ਦਿੱਲੀ, 1991
21	ਹਿੰਮਤ ਸਿੰਘ ਸੋਢੀ	ਗੁਰਬਖਸ਼ ਸਿੰਘ ਪ੍ਰੀਤਲੜੀ ਇੱਕ ਅਧਿਐਨ, ਲੋਕਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਚੰਡੀਗੜ੍ਹ, 1987
31	ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ	ਆਧੁਨਿਕ ਗੱਦਕਾਰ, ਕੁਲਦੀਪ ਪ੍ਰੈਸ, ਅੰਮ੍ਰਿਤਸਰ
41	ਕੁ ਲਵੰਤ ਸਿੰਘ	ਪੰਜਾਬੀ ਵਾਰਤਕ : ਸੰਚਾਰ ਤੇ ਵਿਹਾਰ, ਰਵੀ ਸਾਹਿਤ ਪ੍ਰਕਾਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ
51	ਧਰਮਪਾਲ ਸਿੰਗਲ ਪਟਿਆਲਾ	ਵਾਰਤਕ ਸ਼ੈਲੀ, ਭਾਸ਼ਾ ਵਿਭਾਗ ਪੰਜਾਬ,
61	ਪਿਆਰਾ ਸਿੰਘ ਦਾਤਾ ਅਤੇ ਅਜੀਤ ਸਿੰਘ (ਸੰਪਾ।)	ਗੁਰਬਖਸ਼ ਸਿੰਘ : ਕਲਾ ਤੇ ਸ਼ਖਸੀਅਤ, ਨੈਸ਼ਨਲ ਬੁੱਕ ਸ਼ਾਪ, ਦਿੱਲੀ, 1973
71	ਬਲਵੀਰ ਸਿੰਘ ਦਿਲ	ਪੰਜਾਬੀ ਨਿਬੰਧ : ਸਰੂਪ ਸਿਧਾਂਤ ਤੇ ਵਿਕਾਸ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 1991
81	ਅੰਮ੍ਰਿਤਪਾਲ ਕੌਰ (ਸੰਪਾ।)	ਵੀਹਵੀਂ ਸਦੀ ਦੀ ਪੰਜਾਬੀ ਕਵਿਤਾ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 2005
91	ਸੁਹਿੰਦਰਬੀਰ	ਸਿਵ ਕੁਮਾਰ : ਜੀਵਨ ਤੇ ਰਚਨਾ, ਵਾਰਿਸ ਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ
101	ਸਤਿੰਦਰ ਸਿੰਘ	ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਾਵਿ ਰੂਪ ਅਧਿਐਨ, ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ
111	ਕਰਮਜੀਤ ਸਿੰਘ	ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਾਵਿ-ਧਾਰਾਵਾਂ ਦੇ ਵਿਚਾਰਧਾਰਾਈ ਅਧਿਐਨ, ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ
121	ਅਵਨਾਸ਼ ਕੌਰ	ਪੰਜਾਬੀ ਰੇਖਾ ਚਿੱਤਰ : ਸਰੂਪ ਅਤੇ ਸਾਰ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
131	ਸੁਰਿੰਦਰ ਕੁਮਾਰ ਦਵੇਸ਼ਵਰ	ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਬਿਰਤਾਂਤ, ਲੋਕਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਚੰਡੀਗੜ੍ਹ, 2012
141	ਸੋਹਿੰਦਰ ਸਿੰਘ ਬੇਦੀ	ਪੰਜਾਬ ਦੀ ਲੋਕਧਾਰਾ, ਨੈਸ਼ਨਲ ਬੁੱਕ ਟ੍ਰੱਸਟ, ਇੰਡੀਆ, 1999

15. ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ, ਗੋਬਿੰਦ ਸਿੰਘ ਲਾਂਬਾ ਅਤੇ ਪਰਮਿੰਦਰ ਸਿੰਘ : ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ, ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ, ਲੁਧਿਆਣਾ, 1974
16. ਜਸਵਿੰਦਰ ਸਿੰਘ ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ : ਪਛਾਣ ਚਿੰਨ੍ਹ, ਗਰੇਸੀਅਸ ਬੁੱਕਸ, ਪਟਿਆਲਾ, 2012
17. ਜੋਗਿੰਦਰ ਸਿੰਘ ਕੈਰੋਂ ਲੋਕਯਾਨ ਸ਼ਾਸਤਰ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ

SEMESTER-II

Part A – Introduction			
Subject	Education		
Semester	II		
Name of the Course	Understanding India-II (Indian Ethos and Knowledge Systems)		
Course Code	B24-ITP-206		
Course Type	AEC/VAC		
Course Learning Outcomes (CLOs):	<p>After the completion of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. recognize the vast corpus of knowledge traditions of India, while developing an appreciation for it. 2. apply their acquired research and critical thinking skills in multidisciplinary themes. 3 summarize and pass on their learnings to their students of different Indian traditions in an easily digestible manner. 4. Understand Ethics, Values, Culture- Lifestyle and Linguistic Traditions. 		
Credits	Theory	Tutorial	Total
	2	-	2
Contact Hours	2	-	2
Max. Marks: 50		Time: 1.5 hrs	
Internal Assessment : 15 Marks			
End Term Exam: 35 Marks			

Part B- Contents of the Course		
<u>Instructions for Paper- Setter</u>		
<p>Paper setter will set five questions in all, out of which students will be required to attempt three questions. Q. No 1 will be compulsory and will carry 7 marks. There will be two short -answer type Questions of 3.5 marks each to be selected from the entire syllabus. 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.</p>		
Unit	Topics	Contact Hours
I	<p>Philosophy, Ethics & Values: Schools of Philosophy and Science & Technology A. Vaishesika, Nyaya, Samkhya, Yoga, Purva Mimansa and Vedanta or Uttara Mimansa (theory and the major thinkers) – and Jain, Buddhist, and Charvak traditions. B. Vedanta: philosophical systems (Advaita, Vishishtadvaita, Dvaita). C. Ethics, morality, and social dilemma (including self-leadership) and their relevance in today’s time. D. Arithmetic and logic. E. Astronomy: India’s contributions to the world. F. Technology in the economy: agriculture, transportation, etc.</p>	15
II	<p>Culture- Lifestyle and Linguistic Traditions A. Food (regional cuisines, ayurvedic diet, food and festival, vegetarianism, Jainism in food, food and hospitality, and globalization). B. Clothes (traditional Indian clothing, textile arts, religious costumes, clothing status, clothing, gender, globalization in clothing). C. Sports (traditional Indian sports, martial arts, sports, and gender, sports & globalization). D. The lifestyle of Yoga; adapting ancient lifestyle – A path towards longevity. E. History of linguistics in India (conceptualizing ancient Indian linguistics, oral traditions, etc.), Language: Identity, culture, and History.</p>	15
Suggested activities	<p>Lectures will include learner-driven participatory sessions, and Guest lectures through experts and practitioners, such as fine arts and performing arts practitioners along with contemporary poets & writers of Indian literature.</p> <ul style="list-style-type: none"> • Tutorials will include Screening of documentaries and films followed by a discussion; Learner-driven discussions in the form of focus group discussions (FGDs), Socratic Discussions, etc.; • Debate/discussion can be organized to explain India’s Vaad tradition; discuss on how some of the ancient methods of teaching are relevant in today’s time; discussions that help Identify ethical dilemmas in daily lives and understanding the importance of ancient ethics and values to resolve them. 	

Suggested Evaluation Methods	
Internal Assessment: 15 Marks Class Participation: 4 Marks Seminar/presentation/assignment/quiz/activities/Viva-voce: 4 Marks Mid-Term Exam: 7 Marks	End Term Examination: 35 Marks
Part C-Learning Resources	
Recommended Books/e-resources/LMS: 1- Mahadevan.B,Pavana.R.N & Bhat.V.R (2023), Introduction to Indian Knowledge System (Concepts and Applications),PHI Learning Private Limited Delhi -110092 Pages 413. 2- POLS-701C-Ancient Indian Political Thought – [Political Science – Studocu) 3- Ancient Indian political thought: A critical appraisal (journalofpoliticalscience.com) 4- Kapoor, Kapil – Indian Knowledge Systems (iitgn.ac.in) 5Kapoor, Kapil.- Indian_Knowledge_Systems- pdf (iitgn.ac.in) 6- IKS: Exploring India’s Knowledge Traditions Iitgn News 7- Ghai, Pankja, Vidyanidhi Publication - Sanskrit me Rajnaitik Chintan-	

SEMESTER-2

Part A-Introduction			
Subject	Education		
Semester	II		
Name of the Course	Teacher and Society		
Course Code	B24-ITP-207		
Course Type	AEC/VAC		
Course Learning Outcomes (CLO):	<p>After completion of the course, student teachers will be able to:</p> <ol style="list-style-type: none"> 1. examine the relationship between teacher beliefs, values, character, life history, social and cultural context and teaching critically, 2. explain the teacher roles and characteristics; the personal and professional self; the teacher as a communicator, the charismatic influencer, the reflective practitioner, competent, learner and much more and their significant role in nurturing the posterity. 3. demonstrate an ability to critically reflect on personal and collective practice so as to improve learning and teaching, 4. conceptualize teacher agency, its individual, contextual, and structural dimensions and how it gets impacted and in turn shapes education. 		
Credits	Theory	Tutorial	Total
	2	-	2
Contact Hours	2	-	2
Max. Marks: 50 Internal Assessment : 15 Marks End Term Exam: 35 Marks	Time: 1.5 hrs (Theory)		

Part B- Contents of the Course

Instructions for Paper Setter

Paper setter will set five questions in all, out of which students will be required to attempt three questions. Q. No 1 will be compulsory and will carry 7 marks. There will be two short - answer type Questions of 3.5 marks each to be selected from the entire syllabus. 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.

Unit	Content	Contact Hours
I	<p align="center">Understanding and Nurturing Teacher for Human Flourishing</p> <p>A. Exploring the Personal and General Social Context of Teacher: Life History, Teacher Beliefs, Values and Aspirations, Diverse Identities, Social Contexts and Commitment to Learning and Education.</p> <p>B. Exploring the Professional Teacher: Qualifications, Education in teaching, Attitude, Experience and Exposure.</p> <p>C. The Charismatic Teacher, the Communicator Teacher, The Missionary Teacher, The Competent Practitioner, The Reflective Practitioner, The Learning Teacher.</p> <p>D. Teaching: One profession, many roles</p> <p>E. Teaching Character: Nurturing Teachers for Human Flourishing.</p>	15
II	<p align="center">Role of Teacher in shaping Education Systems and Society of Tomorrow</p> <p>A. Concept of Teacher Agency.</p> <p>B. Individual, Cultural and Structural Dimensions of Teacher Agency.</p> <p>C. Challenges and Issues in fostering Teacher Agency: Non-academic engagements, Systemic apathy, Policy and Practice gaps and others.</p> <p>D. Role of Teacher in shaping the educational policy, practice, and reforms</p> <p>E. Being a Critical Teacher: Raising debates around rapid technological advancement and impact on individual, family and social life.</p>	15
Suggested Activities	<p>1. Case study of any one teacher education Institution.</p> <p>2. Write a biography of any one of your favourite teachers/ Educationists.</p> <p>3. Any other project assigned by HEI.</p>	
Suggested Evaluation Methods		
Internal Assessment: 15 Marks Class Participation: 4 Marks Seminar/presentation/assignment/quiz/activities/ Viva-voce: 4 Marks Mid-Term Exam: 7 Marks		End Term Examination: 35 Marks

Part C- Learning Resources

Suggested Readings

- Ball, S. J. (2012). *Global Education Inc: New policy networks and the neo-liberal imaginary*. Routledge.
- Biesta, G. (2016). *Good education and the teacher: Reclaiming educational professionalism*. In J. Evers & R.
- Brasche, I., & Harrington, I. (2012). *Promoting teacher quality and continuity: tackling the disadvantages of remote Indigenous schools in the Northern Territory*. *Australian Journal of Education*, 56(2), 110-125.
- Geiger, T., & Pivovarova, M. (2018). *The effects of working conditions on teacher retention*. *Teachers and Teaching*, 24(6), 604-625.

*Syllabi of DC/IDC (CC-B2, CC-C2 and CC-D2) will be same as approved for Core Course of respective subject in UG Programmes.

CC-M4 (V)
BANQUET & CATERING MANAGEMENT

Session: 2024-25

Part A - Introduction

Subject	BANQUET & CATERING MANAGEMENT		
Semester	IV		
Name of the Course	BANQUET & CATERING MANAGEMENT		
Course Code	B23-VOC-236		
Course Type: (CC/MCC/MDC/CCM/DSEC/VOC/DSE/P C/AEC/VAC)	CC-M4 (VOC)		
Level of the course (As per Annexure-I)	100-199		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes(CLO):	After completing this course, the learner will be able to: CLO 1. Showing growth & development of banquet. CLO 2. Telling various buffet types and checklist. CLO 3. Understanding of outdoor catering establishment. CLO 4. Knowledge about gueridon service and equipments. CLO 5. Get hand on operations different banquet operations.		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6

Max. Marks: 100

Time: 3 Hrs

Internal Assessment Marks: 15(T) + 15(P) = 30

End Term Exam Marks: 35(T) + 35(P) = 70

Part B-Contents of the Course

Instructions for Paper- Setter

Instructions for Paper-Setter: The examiner will set nine questions in all, selecting four questions from each unit and one compulsory objective type question.

Instructions for the candidate: The candidates will attempt five questions in all, selecting at least one question from each unit as well as compulsory questions.

Unit	Topics	Contact hours
I	BANQUET MANAGEMENT AND FUNCTION CATERING: history of banquets; types of banquets (formal and informal), organizational structure of banquet department, banquet style -sitting plans-theatre, class room etc. formal contract/memorandum, formal and informal gathering, theme functions	08
II	BUFFET MANAGERMENTS: Introduction, Types of Buffets, equipments, Table layout and buffet setup and presentation, Checklist and its proper supervision, Food & Beverage control-its application.	07

III	OUTDOOR CATERING/OFF PREMISES CATERING: Introduction; types of catering establishment, transportation and service facilities, Establishment suppliers Food purchase storage and handling, Business Event management planning.	07
IV	GUERIDON SERVICE: History of gueridon, Definition and term gueridon, General points to be considered while doing gueridon, Advantages and disadvantages of gueridon services, Gueridon equipment's and ingredients Method of service of common gueridon preparations.	08
	Banquet and Catering Management (PRACTICAL): <ul style="list-style-type: none"> • Table layout and services. • Layout and drawing of the functions prospectus and identifying its appropriate usage • Planning of different types of buffet presentation and setting of the counters. • Identification of buffet equipments. • Preparation of function checklist of buffet. • Assignment on buffet menu planning, • Seating plans of different Banquets. • To visit Hotels for Buffet Banquet and business events 	60

Suggested Evaluation Methods

<p style="text-align: center;">Internal Assessment:</p> <p>➤ Theory</p> <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/presentation/assignment/quiz/class test etc.:4 • Mid-Term Exam: 7 <p>➤ Practicum</p> <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/Demonstration/Viva-voce/Lab records etc.: 10 • Mid-Term Exam: 	<p>End Term Examination (Theory): Internal Assessment Marks: 15 End Term Exam Marks: 35</p> <p>End Term Examination (Practical): Internal Assessment Marks: 15 End Term Exam Marks: 35</p>
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Part C-Learning Resources

Recommended Books/e-resources/LMS:

1. Food and Beverage Management-by Bernard Davis.
2. Food and Beverage Management-by Jones.
3. Managing Service in Food and Beverage Operations-By Cichy and Wise.
4. Food and Beverage Service Training Manual- By S. Andrews.
5. Modern Restaurant a Manual for students and Practitioners-by Fuller.
6. Theory of catering-by Ronald kinton, Victor Ceseraniand David Foskett

CC-M5 (V)
LARDER KITCHEN

Session: 2024-25			
Part A - Introduction			
Subject	LARDER KITCHEN		
Semester	V		
Name of the Course	LARDER KITCHEN		
Course Code	B23-VOC-135		
Course Type: (CC/MCC/MDC/CCM/DSEC/VOC/ DSE/PC/AEC/VAC)	CC-M5 (VOC)		
Level of the course (As per Annexure-I)	100-199		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: CLO 1. Design the layout of Larder Department & organisational Structure tools and equipment used in Larder Department CLO 2. Identify various Hors d'oeuvre, salads, sandwiches and canapés. CLO 3. Classify and define cuts and uses of Fish, Poultry, Lamb, mutton CLO 4. Demonstrate basic knowledge and skills for cold Dessert. CLO 5. Learning preparation of different types of sandwiches, salad, cold soups, canapés, chutneys, raita etc.		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100		Time: 3 Hrs	
Internal Assessment Marks: 15(T) + 15(P) = 30			
End Term Exam Marks: 35(T) + 35(P) = 70			
Part B-Contents of the Course			
Instructions for Paper- Setter			
Instructions for Paper-Setter: The examiner will set nine questions in all, selecting four questions from each unit and one compulsory objective type question.			
Instructions for the candidate: The candidates will attempt five questions in all, selecting at least one question from each unit as well as compulsory questions.			
Unit	Topics		Contact hours
I	LAYOUT & EQUIPMENT <ul style="list-style-type: none"> • Introduction of Larder Kitchen • Larder work, Its functions and management • Larder equipment their uses and supplies • Layout of a typical larder with its various sections • Duties & Responsibilities of larder Chef 		08

II	HORS D’OEUVRE AND SALADS <ul style="list-style-type: none"> • Description of various types of Hors d’oeuvre – Hors d’oeuvre varieties • Classification and description of various salads – simple or plain salads – simple vegetable salads; compound salads – fruit based vegetable based, meat based and fish based compound salads with examples • Classification and description of various Cold Sandwiches and Canapés 	07
III	BUTCHERY <ul style="list-style-type: none"> • Poultry and Game- preparation, dressing and cuts • Jointing of fish, lamb, mutton and pork, different cuts with its uses and weighs, • Meat preservation- salting, smoking and freezing meat; bacon, gammon and hams. • Slaughtering techniques – lamb and mutton and pork 	08
IV	COLD DESSERT <ul style="list-style-type: none"> • Caramel Custard, • Bread and Butter Pudding, Queen of Pudding • Soufflé – Lemon / Pineapple, Mousse (Chocolate Coffee) • Still room – the function of still room, knowledge of dessert fruits. • Various types of Icing and its uses 	07
	LARDER KITCHEN (PRACTICAL): <ul style="list-style-type: none"> • Sandwiches- 5 varieties, • Simple salads- 5 varieties, Compound salads- Fruit-based- 2 varieties, Vegetable-based- 2 varieties • Preparation of salad dressings- 4 varieties • Cold Soup- 5 varieties • Canapés- 5 varieties • Chutney- 5 varieties • Raita - 5 varieties 	60
Suggested Evaluation Methods		
Internal Assessment: <ul style="list-style-type: none"> ➤ Theory <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/presentation/assignment/quiz/class test etc.:4 • Mid-Term Exam: 7 ➤ Practicum <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/Demonstration/Viva-voce/Lab records etc.: 10 • Mid-Term Exam: 		End Term Examination (Theory): Internal Assessment Marks: 15 End Term Exam Marks: 35 End Term Examination (Practical): Internal Assessment Marks: 15 End Term Exam Marks: 35
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
REFERENCE: <ul style="list-style-type: none"> • Food Production Operations: Parvinder S Bali, Oxford University Press • Modern Cookery (Vol- I) By Philip E. Thangam, Publisher: Orient Longman • Professional Cooking by Wayne Gislen, Publisher Le Cordon Bleu • Theory of Cookery By K Arora, Publisher: Frank Brothers 		

CC-M7 (V)
BAR OPERATIONS

Session: 2024-25			
Part A - Introduction			
Subject	BAR OPERATIONS		
Semester	VI		
Name of the Course	BAR OPERATIONS		
Course Code	B23-VOC-335		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VA C)	CC-M7 (VOC)		
Level of the course (As per Annexure-I)	100-199		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes(CLO):	After completing this course, the learner will be able to: CLO 1. Knowledge about bar types, layout and staffing. CLO 2. Show various fermentation alcoholic beverages & their service CLO 3. Knowledge about cocktails and mocktails and their recipes. CLO 4. Illustrate various F& B control methods, licenses used & their service. CLO 5. Learn various bar setups, service of wines, beer, and preparation of mocktails.		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100		Time: 3 Hrs	
Internal Assessment Marks: 15(T) + 15(P) = 30			
End Term Exam Marks: 35(T) + 35(P) = 70			
Part B-Contents of the Course			
<u>Instructions for Paper- Setter</u>			
Instructions for Paper-Setter: The examiner will set nine questions in all, selecting four questions from each unit and one compulsory objective type question.			
Instructions for the candidate: The candidates will attempt five questions in all, selecting at least one question from each unit as well as compulsory questions.			
Unit	Topics		Contact hours
I	Introduction to Bar: – Introduction, Bars- types, Bar designing and layout, Organizational structure of bar, staffing in bar, Qualities of a good bartender and it’s job description, Bar equipment’s and service knowledge and glassware.		08

II	Fermented Alcoholic Beverages: Introduction and definition Wines Definition & History, Classification with examples • Table/Still/Natural • Sparkling • Fortified • Aromatized Beer; Introduction ingredients used, production, types, brands, Indian and International. Storage of beer. Service of bottled, canned and drought beers.	07
III	Introduction to Cocktails, Different famous Cocktails and their Recipes, Parts of cocktails. Brief introduction to Mocktails Different famous mocktails and their recipes, Garnishes.	08
IV	Beverage control meaning, Beverage control process and techniques, Bar Stock, various liquor licenses required in India	07
	Bar Management (PRACTICAL): <ul style="list-style-type: none"> • Bar Set –ups of different types & equipment’s knowledge. • Service of wines & beer. • Cocktails preparation and Services <ul style="list-style-type: none"> ➤ Margarita, cosmopolitan, daiquiri, Manhattan, old fashioned, Pina colada etc. • Mock tails preparation and Services. <ul style="list-style-type: none"> ➤ Virgin Mojito, Bloody Mary, Shirley Temple, Roy Rogers, Tequila Sunrise etc. 	60
Suggested Evaluation Methods		
<p style="text-align: center;">Internal Assessment:</p> <ul style="list-style-type: none"> ➤ Theory <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/presentation/assignment/quiz/class test etc.:4 • Mid-Term Exam: 7 ➤ Practicum <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/Demonstration/Viva-voce/Lab records etc.: 10 • Mid-Term Exam: 		<p>End Term Examination (Theory): Internal Assessment Marks: 15 End Term Exam Marks: 35</p> <p style="text-align: center;">End Term Examination (Practical): Internal Assessment Marks: 15 End Term Exam Marks: 35</p>
Part C-Learning Resources		
Text book :		
<ul style="list-style-type: none"> • Food & Beverage Service – Dennis R. Lillicrap. & John A. Cousines. Publisher: ELBS • Food & beverage Service Training Manual – Sudhir Andrews, Tata McGraw Hill. • Food & Beverage Service – R. Singaravelavan. • Food & Beverage Service & Management -- Bobby George & Sandeep Chatterjee • Food & Beverage Service- Anita Sharma & S N Bagchi. • Financial & Cost control techniques in hotel & Catering Industry – Dr J.M.S.Negi • Hotel & Catering Costing & Budgets, RD. Boardman, Heinemann • Brain Verghese, Professional Food and Beverage Service Management. Macmillan India, 		

SEC-2 CUSTOMER CARE & INTERPERSONAL SKILLS

Session: 2024-25			
Part A - Introduction			
Subject	CUSTOMER CARE & INTERPERSONAL SKILLS		
Semester	II		
Name of the Course	CUSTOMER CARE & INTERPERSONAL SKILLS		
Course Code	B23-SEC-229		
Course Type: (CC/MCC/MDC/CCM/DSEC/VOC/ DSE/PC/AEC/VAC)	SEC-2		
Level of the course (As per Annexure-I)	100-199		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: CLO 1. Make students aware of different types of customer and the role of service provider. CLO 2. Describe how good communication with other can influence our working relationship with customers. CLO 3. Describe students how to interact and handle various queries of customers in service industry. CLO 4. Developing an understanding customer feedback and public relations. CLO 5. To impart the knowledge of customer complaint handling skills, Telephone communication skills etc.		
Credits	Theory	Practical	Total
	2	1	3
Contact Hours	2	2	4
Max. Marks: 75		Time: 3 Hrs	
Internal Assessment Marks: 15(T) + 05(P) = 20			
End Term Exam Marks: 35(T) + 20(P) = 55			
Part B –Contents of the Course			
<u>Instructions for Paper- Setter</u>			
Instructions for Paper-Setter: The examiner will set nine questions in all, selecting four questions from each unit and one compulsory objective type question.			
Instructions for the candidate: The candidates will attempt five questions in all, selecting at least one question from each unit as well as compulsory questions.			
Unit	Topics		Contact hours
I	Customer service provider: customer meaning, types of customer: Internal customer, External customer, others meaning service provider, types of service provider, satisfied customer dissatisfied customer.		08
II	Definition of Quality satisfaction, types of customer delight, Customer care in airlines, Customer care in hotels, Transactional Analysis in Customer Care.		07

III	Key areas of customer care in airlines, Sales meaning promotion, types of promotion, After sales support to the customer, Organizational chart.	07
IV	Customer Feedback, feedback tools, Developing customer trust and loyalty ,online Grooming and Etiquette, Telephone Handling Skills Complaint Management definition / Meaning, Need for public relations, The concept of public internal / external publics.	08
V	PRACTICALS <ul style="list-style-type: none"> • Communication Skills • Grooming & Etiquettes Skills • Telephone Handling Skills • Role play of Complaint Handling Skills • Role play of Public Relation skills 	30
Suggested Evaluation Methods		
Internal Assessment: <ul style="list-style-type: none"> ➤ Theory <ul style="list-style-type: none"> • Class Participation: 04 • Seminar/presentation/assignment/quiz/class test etc.: 04 • Mid-Term Exam: 07 Practicum <ul style="list-style-type: none"> • Class Participation: Nil • Seminar/Demonstration/Viva-voce/Lab records etc.: 05 • Mid-Term Exam: NA 		End Term Exam: 35 End Term Exam: 20
Part C-Learning Resources		
<ul style="list-style-type: none"> • Customer Relationship Management by R.K. Sugandhi • Exceptional Customer Service by Lisa Ford, David McNair, William Perry • Interpersonal Skills by Bob Wright 		

SEC-3
ACCOUNTING SKILLS FOR HOSPITALITY

Session: 2024-25			
Part A–Introduction			
Subject	ACCOUNTING SKILLS FOR HOSPITALITY		
Semester	III		
Name of the Course	ACCOUNTING SKILLS FOR HOSPITALITY		
Course Code	B23-SEC-330		
Course Type: (CC/MCC/MDC/CCM/DSEC/VOC/ DSE/PC/AEC/VAC)	SEC-3		
Level of the course (As per Annexure-I)	100-199		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: CLO 1. Knowledge about the basic of accounting, various concept and convention CLO 2. Familiarizing with basic Accounting Procedures CLO 3. Ability to identify different Subsidiary Books& Special Purpose Books CLO 4. Knowledge of final account CLO 5. To impart knowledge of preparation balance sheet, trial balance etc.		
Credits	Theory	Practical	Total
	2	1	3
Contact Hours	2	2	4
Max. Marks: 75		Time: 3 Hrs	
Internal Assessment Marks: 15(T) + 05(P) = 20			
End Term Exam Marks: 35(T) + 20(P) = 55			
Part B-Contents of the Course			
<u>Instructions for Paper- Setter</u>			
Instructions for Paper-Setter: The examiner will set nine questions in all, selecting four questions from each unit and one compulsory objective type question.			
Instructions for the candidate: The candidates will attempt five questions in all, selecting at least one question from each unit as well as compulsory questions.			
Unit	Topics		Contact hours
I	Introduction To Accounting & Conceptual Frame Work Of Accounting <ul style="list-style-type: none"> • Meaning & Definition • Various Objective & functions of accounting • Users of Accounting Information • Accounting Cycles • Basic accounting terms 		08

	<ul style="list-style-type: none"> Accounting conventions and concepts. 	
II	Basic Accounting Procedures <ul style="list-style-type: none"> Double entry system of accounting Types of account & golden rule of accounting Journals its format and Steps in Journalizing Preparation of ledger accounts and trail balance. 	07
III	Subsidiary Books & Special Purpose Books <ul style="list-style-type: none"> Meaning & types of Subsidiary Books Advantage & format of various Subsidiary books Cash Book – Its types & advantages of Cash book, Imprest system with special reference to Cash Received Book used in hotels. 	08
IV	Final Accounts: <ul style="list-style-type: none"> Preparation of Trading Account, Preparation Profit and Loss Account Preparation Balance Sheet Practical Problems on Trading Account, Profit and Loss Account and Balance Sheet with Simple Adjustments 	07
V*	PRACTICALS: <ul style="list-style-type: none"> Preparation of ledger accounts and trail balance Preparation of Trading Account Preparation Profit and Loss Account Preparation Balance Sheet with Simple Adjustments 	30
Suggested Evaluation Methods		
<p style="text-align: center;">Internal Assessment:</p> <p>➤ Theory</p> <ul style="list-style-type: none"> Class Participation: 04 Seminar/presentation/assignment/quiz/class test etc.: 04 Mid-Term Exam: 07 <p>Practicum</p> <ul style="list-style-type: none"> Class Participation: Nil Seminar/Demonstration/Viva-voce/Lab records etc.: 05 Mid-Term Exam: NA 		<p>End Term Exam: 35</p> <p>End Term Exam: 20</p>
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<ul style="list-style-type: none"> Accounting for Management, S K Bhattacharya, Vikas Publishing House Hospitality Financial Accounting By Jerry J Weygandt, Publisher Wiley & sons Comprehensive Accountancy, SA Siddiqui A complete Course in Accounting Volume – I, N.D. Kappor Double – Entry Book- Keeping, Rc. Chawla & C.Juneja Introduction to Accountancy, T.S.Grewal 		

VAC-3
FOOD SAFETY AND HEALTH

Session: 2024-25			
Part A - Introduction			
Subject	FOOD SAFETY AND HEALTH		
Semester	IV		
Name of the Course	FOOD SAFETY AND HEALTH		
Course Code	B23-VAC-329		
Course Type: (CC/MCC/MDC/CC- M/DSEC/VOC/DSE/PC/AEC/VAC)	VAC-3		
Level of the course (As per Annexure-I)	100-199		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes(CLO):	After completing this course, the learner will be able to: 1. Impart comprehensive knowledge on the issues of food safety and health 2. Knowledge of various food storage methods & food production system 3. Build technical proficiency in undertaking auditing in food safety and quality assurance in food processing chain i.e., from farm to fork. 4. Impart knowledge of HACCP, cleanness and hygiene		
Credits	Theory	Practical	Total
	2	-	2
Contact Hours	2	-	2
Max. Marks: 50		Time: 3hrs	
Internal Assessment Marks: 15			
End Term Exam Marks: 35			
Part B- Contents of the Course			
<u>Instructions for Paper- Setter</u>			
Instructions for Paper-Setter: The examiner will set nine questions in all, selecting four questions from each unit and one compulsory objective type question.			
Instructions for the candidate: The candidates will attempt five questions in all, selecting at least one question from each unit as well as compulsory questions.			
Unit	Topics		Contact hours
I	Introduction to food safety: <ul style="list-style-type: none"> • Characterization of food hazards. • Bacteria, types and characteristics. • Factor influencing multiplication of bacteria. 		8
II	Introduction to Cross contamination: <ul style="list-style-type: none"> • Transmission & routes of cross contamination & control, prevention of cross contamination. • Introduction to Food Storage, stock rotation. • Cold holding (storage temperature, temperature variation & temperature 		7

	monitoring) <ul style="list-style-type: none"> • Temperature control and measurement. 	
III	Introduction to preparation of food: <ul style="list-style-type: none"> • Food processing (Ingredient preparation, ingredient processing, product holding) • Waste disposal & cleaning. • Cook chill, cook freeze and defrosting. • Methods of defrosting. 	8
IV	Food preparation areas design: <ul style="list-style-type: none"> • Cleaning & disinfection (basic principles, planned cleaning, cleaning schedule) • Introduction to HACCP. • Personal hygiene for food handlers, staff illness. • Training in personal hygiene. • Protective clothing. 	7
Suggested Evaluation Methods		
Internal Assessment: <ul style="list-style-type: none"> ➤ Theory <ul style="list-style-type: none"> • Class Participation: 4 • Seminar/presentation/assignment/quiz/class test etc.: 4 • Mid-Term Exam: 7 		End Term Examination: Internal Assessment Marks: 15 End Term Exam Marks: 35
Part C- Learning Resources		
Recommended Books/e-resources/LMS:		
<ul style="list-style-type: none"> • Knowles Tim., (2003) food safety in the hospitality industry. Butterworth Heinemann • Lásztity, R. (2009). Food Quality and Standards. United Kingdom: EOLSS Publishers Company Limited. • Ronald h. Schmidt., (2003), food safety handbook. A john Wiley & Sons publication • A manual of good practices in food quality management by Mr. Iain C. Muse, Usamv-CN 		