Mahatma Gandhi University
Priyadarsini Hills P. O.
Kottayam, Kerala - 686560

(Re-accredited by NAAC with A Grade)

INNOVATION ECOSYSTEM

additional information

Centre for Yoga & Naturopathy

Mahatma Gandhi University

LINK: https://www.mgu.ac.in/academics/centres/inter-school-centres/centre-for-yoga-naturopathy/

Report of the 2 day National Seminar on **Relevance of Yoga in Modern Life,** organized by Centre for Yoga & Naturopathy, Mahatma Gandhi University in collaboration with Department of Lifelong Learning and Extension and Kottayam District Yoga Sports Association on 19th and 20th March 2016.

The 2 day national seminar on Relevance of yoga in Modern life organized by Centre for Yoga & Naturopathy, Mahatma Gandhi University was officially inaugurated by **Dr. Babu Sebastian**, the Hon'ble Vice Chancellor of Mahatma Gandhi University. The academic sessions were organized into 11 sessions spread over 2 days.

The Hon'ble Vice Chancellor declared in his inaugural address that UGC has selected M.G.; University as the nodal centre for coordinating the education and training of Yoga in Southern India. The importance of dissemination of knowledge regarding yoga was emphasized and he acknowledged the work of Maxmuller in presenting the wisdom of Indian heritage before the west. **Dr. Sheena Shukkur**, the Hon'ble Pro-Vice Chancellor of M.G University presided over the function.

Yoga is not something to be merely viewed as associated with the life of Rishis. Even in this modern era with all technological advancement it is possible to practice yoga and follow the yogic principles. In his keynote address **Dr. T.V Padmanabhan** stressed the significance of perceiving the essence of yoga applying with the current affairs. He pointed out that function of mind and body is complementary and hence to remain as healthy equilibrium of these two are essential. Yoga very effectively helps in learning a positive life through the harmonious co-

ordination of Mind and body. The inaugural session was concluded by the vote of thanks of **Dr.C.R.Harilakshmeendra Kumar**, the Hon. Director of the Centre for Yoga & Naturopathy.

The first academic session was chaired by **Dr. T.S Girishkumar**, Member, Expert Committee, CYN. Dr. K Sabukuttan, Director, DLL presented a theme paper on *Yoga and Cultural Heritage*. The historical evolution of yoga in ancient India was depicted briefly in the session. *Energy Healing* was the topic of the 2nd presentation where the speaker **Sri. Santhosh I.** rationalized his views regarding the healing power of yogic energy with examples and demonstration.

The Second session which started at 2.00 pm was chaired by **Dr. Ninan Kurian**. In this session **Dr.T.S.Girishkumar** presented his views on **The Role of Yoga in the Indian Knowledge Tradition. Ms.Jessica Raani Baeur**, Research Scholar from South France presented a research paper on *Re-construction of Dharma with regard to Yoga and Business Ethics*. **Toms Abraham** explained the basis of yoga in his paper on *Yoga for Life Style Disorders* and it's applicability from the health promotion point of view. Different *asanas* used for therapeutic purpose were demonstrated.

The third academic sessions on the influence of Music on Yoga was chaired by **Prof. O.M.Mathew**, Chairman, Vivekananda Chair, Mahatma Gandhi University. The session ended with the presentation of **Dr. (Prof.) John Baby** on the topic *Musical applications of yoga*. The session was supported with the orchestration of **Malabar Shah & Party.**

On the second day the programme started 6.am with the practical session on sun gazing under the guidance of the World renowned **Sri. Hira Ratan Manek**. More than 200 participants attended the session. He presented the concept of **Solar healing** in the 4th academic session, which was chaired by **Dr. M.R.Gopalakrishnan Nair**. **Dr.Balaram Kaimal** presented academic paper on *Bio chemical and neuro biological effects of yoga*.

The 5th session was chaired by **Dr.M.S.Viswambgaran Nair**, **Sri. Sanoop Narendran** presented a paper on *Health an Ecological Point of View* from *The Soil to the Cell,* which was followed by the theme paper on *Yoga and Public Health* presented by Sri**. G. Sreekumar**, formor PRO, M.G University.

In the valedictory session **Dr. John Baby** presided over the function. **Prof. K.S. Indhu**, Member Syndicate delivered the **Valedictory Address**. **Sri. Hira Ratan Manek** distributed the certificate to participants and presentation. The session was made memorable by the magic show presented by **Dr. Sherine George**. **Dr.C.R.Harilakshmeendra Kumar**, Hon. Director of the Centre for Yoga & Naturopathy delivered vote of thanks. At 7 pm the meeting adjourned with National Anthem.

Dr.Harilakshmeendra Kumar Hon. Director, CYN,MG University

Patents IPR link : https://www.mgu.ac.in/uploads/2022/02/banner.pdf?x78091

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IEDC LAUNCH
AT MAHATMA GANDHI UNIVERSITY

ORIENTATION SESSION ON

"BUILDING AN INNOVATION ECOSYSTEM"

19th February, 2021 at 2.00-3.00 PM

ABOUT

IEDC-MGU (Innovation and Entrepreneurship Development Centre) of Mahatma Gandhi University is recently been launched at the Business Innovation and Incubation Centre (BIIC) on 1st December 2020.

IEDC-MGU is designed as a key platform for fostering innovation and entrepreneurship activities among the students and academic fraternity of various departments of the University. The centre aims to create awareness among faculties and students through workshops and Hackathons, and to motivate/support/mentor students for identification, development and commercialisation of their innovative ideas along with skill development trainings to foster techno-entrepreneurs.

Inauguration:
Prof. Sabu Thomas
Hon. Vice Chancellor

Presenter:
Sreekutty OU
IEDC Coordinator,
Kerala Startup Mission

Co-ordinated by
Dr. Radhakrishnan E.K
IEDC, Nodal Officer
Director, BIIC, MGU

Google meet Link
meet.google.com/efe-ywbd-vbf

In Association with **School of Computer Sciences, MGU**

School of Social Sciences
Mahatma Gandhi University, Kottayam
Online Webinar Series

NEW FARMS LAWS AND FARMERS' STRUGGLE IN INDIA

8th March 2021
At 7 PM

Brief: Government of India passed three laws pertaining to the crop production sector in India in August 2000. These farm laws are aimed at freeing farmers and farm workers from shackles of state's control, which is argued to be the major bottlenecks preventing the farm sector to grow on par with the non-farm and off-farm sectors in India. Luring big capital into the production and post-harvesting and marketing of agricultural commodities demand liberalisation from both supply and demand side is at the crux of the newly enacted farm laws in India. Conversely, it has also been vouchsafed that the imposition of capitalism in agriculture from above would not deliver desired outcome for the sector and state's mediation is inevitable in the present-day context of Indian agriculture. Farmers on struggle argue that the central government embrace post-truth politics indiscriminately by defactualising known facts and also by nursing falsehood through popular media. Different line of arguments and its ideological underpinning need be unearthed and it is precisely the need of the hour.

Meet 🖥
https://zoom.us/meeting/register/tJYrdeyppjMtGtUqXMD2YprCnOsronfO8TBX

Dr Mohanakumar is Professor and Director of the Institute of Development Studies (IDS), Jaipur, Rajasthan. The IDS is one of the ICSSR (Ministry of Education) funded Social Science Research Institute in India. He is an economist by training and has research degree from Centre for Development Studies, Thiruvananthapuram, kerala, Jawaharlal Nehru University, New Delhi. He has been working on the political economy of developments in the farm sector for the last 30 years. He writes in academic journals and popular media.

Contact:
Dr Abhilash Babu
Director, School of Social Sciences,
Mahatma Gandhi University

Ph: +91 623 885 2247
e-mail: abhijnu@gmail.com

Start-up ecosystem: Kerala ranks top in Asia

State betters global ranking to fourth

SPECIAL CORRESPONDENT
THIRUVANANTHAPURAM

Providing a boost for Kerala's start-up ecosystem, the State has been ranked first in Asia in Affordable Talent in Global Startup Ecosystem Report (GSER).

The State has also been ranked fourth in global ranking in the GSER, drawn up jointly by policy advisory and research organisation Startup Genome and Global Entrepreneurship Network.

The GSER was released on Tuesday in the backdrop of the ongoing London Tech Week 2022, which brings together global governments and corporate leaders, inspirational start-up founders and investors to discuss the power of technology for societies. In the first GSER published in 2020, Kerala was ranked 5th in Asia and 20th in the world.

Govt. support

Kerala is highlighted in the report on enriching start-up and economic growth. The ranking measures the ability to hire and retain tech talent. It cited the government support and tech talent as reasons for start-ups to move to Kerala and flourish.

"Startup Genome is thrilled to see such incredible growth in Kerala's startup community coming out of the COVID-19 pandemic," said Marc Penzel, Founder and President of Startup Genome.

"This ranking will help the state to build a strong network of startups that will play a key role in the growth of the State," said KSUM CEO John M. Thomas.

During 2019-21, Kerala was able to create a start-up ecosystem valued at ₹1,037.05 crore. The government support and attractive incentives for the early-stage start-ups considerably helped the ecosystem to flourish in the State, the report said.

The report includes ranking of the leading 140 ecosystems, continental insights, and founder-focussed articles from thought-leading experts. Top Asian emerging ecosystems were measured on the basis of talent, experience, long-term trends over the most significant performance factors and the ability to generate and keep talent in the ecosystem.

എം.ജി സർവകലാശാലക്ക് പേറ്റന്റ്

കോട്ടയം: കാർബണിക രസതന്ത്രത്തിലെ രൂപാന്തീകരണത്തിന് ഉപയോഗിക്കുന്ന രാസപ്രവർത്തനങ്ങൾ കൂടുതൽ സുഗമവും ലാഭകരവുമാക്കുന്ന പുതിയതരം ഉൽപ്രേരകം ഗവേഷണത്തിലൂടെ വികസിപ്പിച്ച മഹാത്മാഗാന്ധി സർവകലാശാലക്ക് കേന്ദ്ര സർക്കാരിന്റെ പേറ്റന്റ്.

സ്കൂൾ ഓഫ് കെമിക്കൽ സയൻസസിലെ അധ്യാപകൻ ഡോ. എസ്. അനസിന്റെ മേൽനോട്ടത്തിൽ ഡോ. പി.ആർ. ശ്രുതി നടത്തിയ ഗവേഷണഫലമായാണ് ഈ നൂതന ഉൽപ്രേരക (കാറ്റലിസ്റ്റിന്റെ) ഉൽപാദനത്തിനും ബൃഹത്തായ ഉപയോഗത്തിനും വഴിതുറക്കുന്ന പേറ്റന്റിന് സർവകലാശാലയെ അർഹമാക്കിയത്.

പുനർ ചംക്രമണം നടത്തി ഏറെ രാസപ്രവർത്തനങ്ങൾക്ക്

ഡോ. എസ്. അനസ്, ഡോ. പി. ആർ. ശ്രുതി

വീണ്ടും ഉപയോഗിക്കാൻ കഴിയുന്ന പോളിമർ അടിസ്ഥാനമായുള്ള നൂതന പോളിമർ സംയോജിത ലോഹ ഉൽപ്രേരകമാണ് സർവകലാശാലയിലെ ഗവേഷകർ വികസിപ്പിച്ചത്.

നിലവിൽ പലേഡിയം അടിസ്ഥാനമാക്കിയുള്ള ലോഹസംയുക്തങ്ങളാണ് ഉൽപ്രേരകങ്ങളായി പ്രധാനമായും ഉപയോഗിച്ചു വരുന്നത്. എന്നാൽ, ഈ സം

യുക്തങ്ങളുടെ ഉയർന്ന വിലയും ലഭ്യതക്കുറവും മൂലമുള്ള പ്രശ്നങ്ങൾ പരിഹരിക്കാൻ സഹായകമാകുന്നതാണ് പുതിയ കണ്ടുപിടിത്തം.

പുനരുപയോഗിക്കാൻ കഴിയുന്നതും പരിസ്ഥിതി സൗഹാർദവുമായ ഇത്തരത്തിലുള്ള ഉൽപ്രേരകങ്ങളുടെ വ്യാപകമായ ഉപയോഗസാധ്യതകൾ ഈ രംഗത്തെ ഗവേഷണ പ്രവർത്തനങ്ങൾക്കും ആക്കം കൂട്ടും. ചെലവ് കുറഞ്ഞ മാർഗങ്ങളിലൂടെ വളരെ എളുപ്പം നിർമിക്കാനാവുന്നതുകൊണ്ടും വലിയ തോതിൽ പുനരുപയോഗക്ഷമതയുള്ളതുകൊണ്ടും ഈ നൂതന ഉൽപ്രേരകത്തിന് കാർബണിക രസതന്ത്ര ശാഖയിൽ ഭാവിയിൽ ഏറെ സംഭാവനകൾ നൽകാൻ കഴിയുമെന്നാണ് പ്രതീക്ഷ.

INTELLECTUAL PROPERTY RIGHTS AWARENESS PROGRAMME

[Under National Intellectual Property Awareness Mission (NIPAM)]

DATE: 11TH FEBRUARY 2022   TIME 11:30 AM - 12:30 PM
Online Platform Cisco Webex

https://chennai-patent.webex.com/chennai-patent/j.php?MTID=m48s83354ef1dc5cad20d9ac6594aae9e
Meeting Number (access code): 25127828097
Meeting Password : tN3AY25bpDp

INVITATION

The Inaugural Ceremony of the **Intellectual Property Rights Awareness Programme** will be held on 11th February 2022 at 11:30 AM to 12: 30 PM. I am glad to invite you for the virtual inaugural ceremony.

PROGRAMME

Welcome   :   **Prof. (Dr.) Bismi Gopalakrishnan**
                             Head of the Department(i/c)
                             Department of Lifelong Learning and Extension
                             Mahatma Gandhi University

Inaugural Address   :   **Prof. (Dr.) SABU THOMAS**
                             Hon. Vice Chancellor
                             Mahatma Gandhi University

IPR Awareness   :   Shri.Anoop K.Joy
Special Address   Deputy Controller of Patents and Designs

Vote of Thanks   :   Dr.Radhakrishnan E.K
                             Hon. Director
                             Business Innovation and Incubation Centre
                             Mahatma Gandhi University

WEBINAR SERIES

Research excellence and innovation

MARCH 28th 2022
2:30 PM
BY

Prof. Chandrabhas Narayana, FASc FRSC FNASc
Director, Rajiv Gandhi Centre for Biotechnology
Thiruvananthapuram

Google Meet Link

http://meet.google.com/dat-aqmj-yhs

Organised By   Co-ordinated By

Internal Quality Assurance Cell | Business Innovation and Incubation Centre
(IQAC)   (BIIC)
Mahatma Gandhi University,
Kottayam

MAHATMA GANDHI UNIVERSITY

KOTTAYAM

Inter University Centre for Organic Farming and Sustainable Agriculture (IUCOFSA)

Link 1   SUTPBM : https://iucofsa.mgu.ac.in/wp-content/uploads/2022/08/SUTPBM-2020.pdf

Link 2 Soil testing camp : https://iucofsa.mgu.ac.in/wp-content/uploads/2022/08/Soil-testing-camp.pdf

Soil Testing Camp for organic farmers in Athirampuzha Panchayat

Inter University Centre for Organic Farming and Sustainable Agriculture (IUCOFSA) Mahatma Gandhi University & Department of Life Long Learning and Extension, Mahatma Gandhi University, in association with Department of Agriculture Development and Farmers' Welfare Govt. of Kerala, Athirampuzha Krishi Bhavan, Ettumanoor Block organized one day "Soil Testing Camp" for farmers in Athirampuzha Panchayat. The programme was conducted by availing the mobile soil testing facilities of District Soil Testing Lab – Kozha, Kottayam. Vice Chancellor Prof. (Dr.) Sabu Thomas inaugurated the camp. The testing was handled by the officials from the District Soil Testing Lab, led by Asst. Soil Chemist Sri. Anil Kumar.

Mobile Soil Testing Unit at MGU campus

Hon'ble Vice Chancellor Prof. (Dr.) Sabu Thomas inaugurating the camp

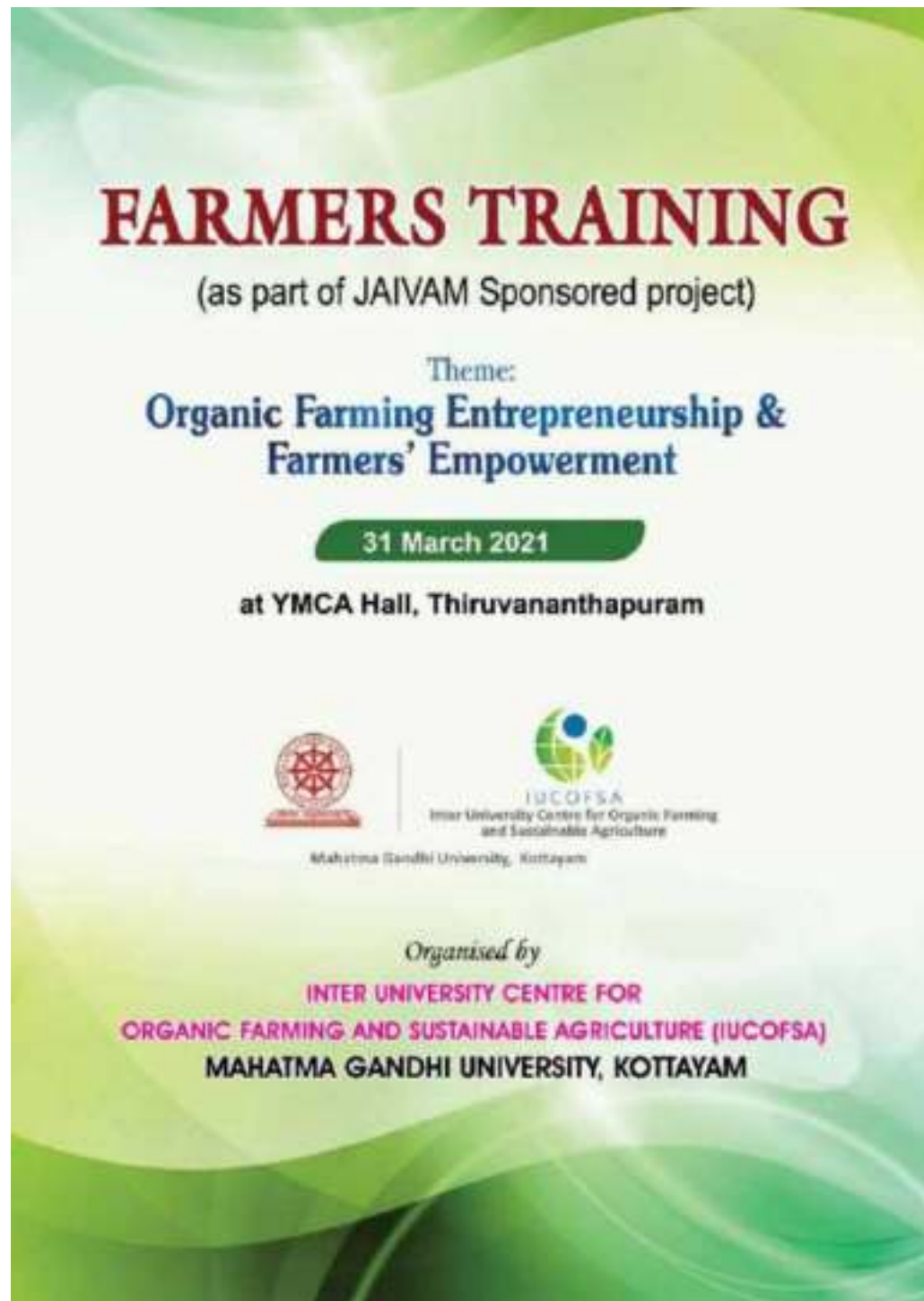Hon'ble Vice Chancellor Handing over the soil samples from farmers to the soil chemist.

Prof. (Dr.) Santhosh P Thampi, Hon. Director, IUCOFSA receiving the analytical report.

Link 3 Soil nutrient management : https://iucofsa.mgu.ac.in/wp-content/uploads/2022/07/Soil-nutrient-management-FTP.pdf

Link 4 Farmers training : https://iucofsa.mgu.ac.in/wp-content/uploads/2021/12/FTP-2.pdf

Programme

9.30 am	: Inauguration
Welcome	: Dr. Santhosh P. Thampi
	Hon. Director, IUCOFSA
Presidential Address	: Sri. K.V. Dayal
	Organic Farming Course Coordinator,
	Dept. of Life Long Learning, Mahatma Gandhi University
Inauguration	: Prof. (Dr.) Sabu Thomas
	Hon. Vice Chancellor, Mahatma Gandhi University
Felicitation	: Dr. Radhakrishnan E. K
	Director, BIIC & Hon. Joint Director, IUCOFSA
	Smt. Manjusha K. A
	Director I/C, Dept. of Life Long Learning
	& Hon. Joint Director, IUCOFSA
Vote of Thanks	: Sri. Manu.T
	Organic Farming Course - Joint Coordinator,
	Dept. of Life Long Learning, Mahatma Gandhi University

10.00 a.m – 12.00 p.m	Training Session 1: *Basics of Entrepreneurship &*
	Legal aspects of starting Enterprises
Resource Person	: Sri. Gautham Yogeeswar S
	Deputy Director, Directorate of Handloom and Textiles
	Department of Industries and Commerce
12.00 pm – 1.00 pm	: Discussion on Starting New Enterprises
Resource Persons	: Sri. K.V. Dayal & Sri. Manu T
1.00 pm – 2.00 pm	: Lunch Break
2.00 pm – 4.00 p.m	Training Session 2: *Govt. support for promoting Enterprises &*
	Business Prospects of Small Farmers in Agriculture
Resource Person	: Sri. Anil Kumar N.C.
	Assistant District Industries Officer (Retd.)
	Department of Industries and Commerce
4.00 pm – 4.30 p.m	Concluding Session
Vote of Thanks	: Dr. Santhosh P. Thampi
	Hon. Director, IUCOFSA

Link 5 Sustainable agriculture and farmers empowerment (SAFE); https://iucofsa.mgu.ac.in/wp-content/uploads/2022/08/SAFE-2021.pdf

The abstracts submitted by the participants were peer reviewed and selected full length papers were published in the form of an edited book entitled *"Sustainable Agriculture and Farmers' Empowerment"* with ISBN 978-93-80419-54-1.

Link 6: Farmers meet : https://iucofsa.mgu.ac.in/wp-content/uploads/2021/12/2-Framers-Meet-TVM-25-1-21.pdf

Link 7 Farmers meet: https://iucofsa.mgu.ac.in/wp-content/uploads/2021/12/1-Farmrs-Meet_Pgm_12Feb2020.pdf
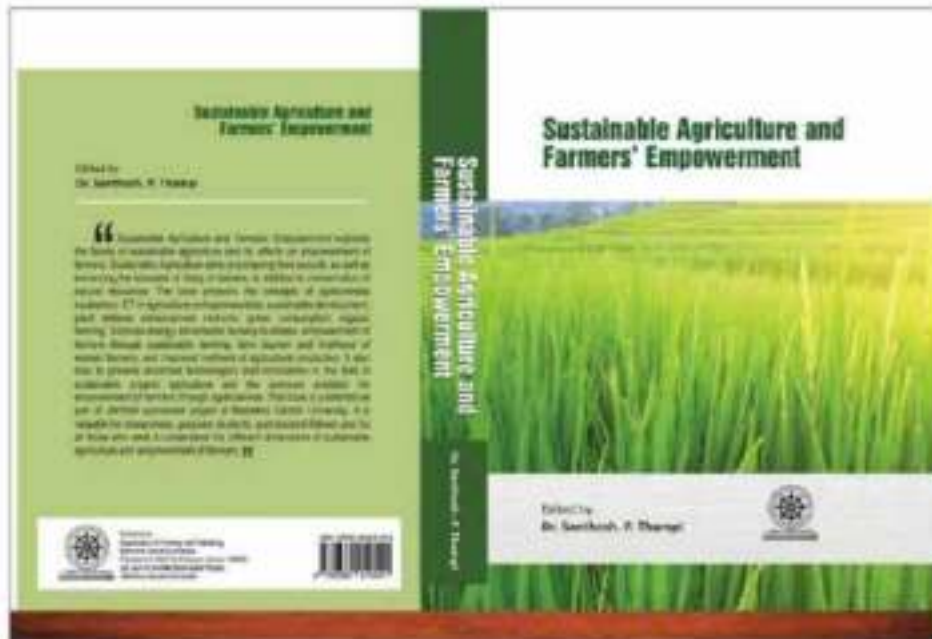
FARMERS MEET

(as part of Jaivam Sponsored project)

Theme:

Organic Farming Entrepreneurship

on 25 January 2021
at YMCA Hall, Thiruvananthapuram

Organised by

INTER UNIVERSITY CENTRE FOR
ORGANIC FARMING AND SUSTAINABLE AGRICULTURE
(IUCOFSA)
MAHATMA GANDHI UNIVERSITY, KOTTAYAM

Programme

10am	: Inauguration
Prayer	
Welcome	: Dr. Santhosh P. Thampi
	Hon. Director, FUCOFSA
Presidential Address	: Sri. K. V. Dayal
	Organic Farming Course Coordinator,
	Dept. of Life long Learning, Mahatma Gandhi University
Inauguration	: Prof. Dr. Sabu Thomas
	Hon. Vice Chancellor,
	Mahatma Gandhi University
Felicitation	: Dr. Radhakrishnan E. K.
	Director/BIIC & Hon. Joint Director FUCOFSA
	Smt. Manjusha K. A
	Director I/C Dept. of Life long Learning
	& Hon. Joint Director, FUCOFSA
Vote of Thanks	: Sri. Manu. T
	Organic Farming Course – Joint Coordinator,
	Dept. of Life Long Learning,
	Mahatma Gandhi University
10.45 – 11.00 am	: Tea Break
11.00 am	: Discussion on Problems & Prospects of Organic Farming
	Entrepreneurship
	Introductory Remarks : Sri. K. V Dayal
	Sri. Manu . T
1.00 – 2.00 pm	: Lunch Break
2.00 Pn	: Experience Sharing by Organic Farming Entrepreneurs
3.00 pm	: Concluding Session
Vote of Thanks	: Dr. Santhosh . P Thampi
	Hon. Director, FUCOFSA

MOOC COURSE

Jaiva Krishi arivum padanavum : https://onlinecourses.mgu.ac.in/CourseDetails.php

MAHATMA GANDHI UNIVERSITY

KOTTAYAM

Research in AYUSH Schemes

Link: https://research.mgu.ac.in/wp-content/uploads/2021/01/jisha-reg-order-.pdf

മഹാത്മാഗാന്ധി സർവകലാശാല

(സ്വാഗ്രഹം)

പിഎച്ച്.ഡി. പ്രോഗ്രാം - ഒരുമുഖ വിജ്ഞാനശാഖകളിൽ ഗവേഷണം നടത്തുന്ന തിന് അനുമതി നൽകി ഉത്തരവ് പുറപ്പെടുവിക്കുന്നു.

അക്കാദമിക് AX സെക്ഷൻ

പരാമർശം: (1) യുജിസി അംഗീകൃത...
            വാര്യാങ്കം തീയതി F. 14-12/2016 (CPP-II)
            (2) ....
            ....
            (3) ഫയൽ നം. Ac.AX/VAYUSH/2016

ഉത്തരവ്

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അനുസരണം ഉത്തരവ് പുറപ്പെടുവിക്കുന്നു.

റജിസ്ട്രാർ ഫോർ,
ഡെപ്യൂട്ടി രജിസ്ട്രാർ (അക്കാദമിക് അഡ്മിൻ)
സർവകലാശാലക്കുവേണ്ടി

Ph.D. Programme in Inter University Centre For Biomedical Research & Super Specialty Hospital – 2020 Admission – Smt. Jisha P Janardhanan – Ayush NET – Registration for Research – Granted – Orders issued.

ACADEMIC A 11 SECTION

No. 1583/AC A 11/2021/MGU   Priyadarsini Hills, Dated : 08.01.2021

Read:- (1) Regulations for research leading to the award of the Degree of Doctor of Philosophy, 2016
(2) Notification No. Ac. Art/Gen.(Ph.D. Regn.)/688/2020 Dated 30.06.2020
(3) U.O. No. 821/Ac A11/2021/MGU Dated 08/01/2021
(4) Letter No. 03/C10/2020/IUCBR&SSH Dated 07/01/2021
(5) Minutes of the Doctoral Committee meeting held on 07.01.2021 at IUCBR&SSH
(6) U.O. No. 449/AX/32017/Academic Dated 24/01/2017

ORDER

Applications were invited, vide the notification read (2) above, from eligible candidates for registration for research leading to the award of Ph.D Degree of Mahatma Gandhi University. As such, scrutiny of the application submitted by the Ayush NET qualified candidate, Smt. Jisha P Janardhanan, with MD Ayurveda, and for Doctoral Interview was conducted, vide the U.O. read (3) above, by the Doctoral Committee of the Inter University Centre For Biomedical Research & Super Specialty Hospital (IUCBR & SSH), Thalappady, Kottayam on 06.01.2021 and the Doctoral Committee recommended her for being granted registration for research, vide the minutes read (5) above.

Sanction has, therefore, been accorded by the Vice-Chancellor for being granted registration for research leading to the award of Ph.D Degree in Ayurveda (Molecular and Behavioral Neuro Pharmacology) under the **Faculty of Science** to the candidate as mentioned below.

Reg. No. & Year	Name & Address of the Candidate	Subject	Name of the Supervising Teacher	Name of Centre	Title of Research Work	Nature of Registration
148/2020	Jisha P Janardhanan Sreyas ; SURA-9 Souhrida Lane Kadungoor Vellikulam Thiruvananthapuram 695019	Ayurveda (Molecular and Behavioral Neuro Pharmacology)	Dr. Usha Rajarman Dr. P T Saltunia (Co-Supervisory)	Inter University Centre For Biomedical Research & Super Specialty Hospital, Thalappady	Investigation of neurobehavioral dysfunction in Autism Spectrum Disorder (ASD) / Evaluation of neuroprotection and reversal of neurobehavioral deficits using Ayurvedic Thalappady and hyperbaric therapy	Full Time

The candidate has to report at the Research Centre immediately and the date of effect of registration for the candidate is the date of joining the Research Centre after obtaining the registration order. The registration granted will be confirmed only after the successful completion of course work.

The maximum and the minimum period of research is as per University Grants Commission (Minimum Standards and Procedure for Award of M.Phil/Ph.D. Degree) Regulations, 2016.

Orders are issued accordingly.

SURESHBABU K

ASSISTANT REGISTRAR IV
(ACADEMIC)

Copy To

1. The Research Scholar Concerned
2. The Research Supervising Teachers Concerned
3. The Heads of the institutions concerned
4. The Director of Research
5. BB X/ EBXV Section
6. Content Management Cell (to upload in the website)

File No 40121/ACA11-1/2020

MAHATMA GANDHI UNIVERSITY

KOTTAYAM

Indian Sign Language and Counselling services by School of Behavioural Sciences

Mahatma Gandhi University has offered PG diploma programme in Indian Sign Language from 2017 onwards and has discontinued in 2020. All together three batches were completed (….link syllabus)

Indian sign language: https://sobs.mgu.ac.in/wp-content/uploads/2020/08/PGD-ISL-result.pdf

LINK SOBS Indian sign language: https://sobs.mgu.ac.in/wp-content/uploads/2020/08/PGD-ISL-result.pdf

MAHATMA GANDHI UNIVERSITY

SCHOOL OF BEHAVIOURAL SCIENCES

CSS/2/222/2019

PROVISIONAL STATEMENT OF RESULT (GRADES) OF CANDIDATES APPEARED FOR THE II SEMESTER
PG DIPLOMA IN INDIAN SIGN LANGUAGE(PART TIME) EXAMINATION DECEMBER 2019 UNDER CREDIT AND SEMESTER SYSTEM

Regl.No.	SBEPGDIIC1605	SBEPGDIIC1606	SBEPGDIIC1607	SBEPGDIIC1608	SGPA	GRADE	CGPA	GRADE
081795	B plus	B plus	A only	B plus	7.25	B plus	7.38	B plus
081796	B plus	B plus	A only	B plus	7.25	B plus	7.13	B plus
081797	B plus	A only	A only	B only	7.25	B plus	7.13	B plus
081798	B plus	B plus	B plus	B plus	7	B plus	7	B plus
081799	A only	A only	A only	B plus	7.75	B plus	7.63	B plus

SBEPGDIIC1605: ENVIRONMENTAL AIDS AND INTERPRETING CONCEPTS(CORE,CREDIT-4)

SBEPGDIIC1606:DISABILITIES TYPES AND CHARACTERISTICS(CORE,CREDIT-4)

SBEPGDIIC1607:INTERVENTION IN FAMILY,COMMUNITY AND CHILD DEAF AND HARD OF HEARING(PRACTICAL)(CORE,CREDIT-4)

SBEPGDIKC1608:SPECIALIZED SIGN LANGUAGE SKILLS (PRACTICAL)(CORE,CREDIT-4)

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CONTROLLER OF EXAMINATIONS

Webinars SOBS: https://sobs.mgu.ac.in/announcement/

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SOCIAL WORK PROFESSION & COVID-19 PANDEMIC

SEPTEMBER
14-18
5 30 - 7 00 PM

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FOR POST GRADUATE STUDENTS IN PSYCHOLOGY

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M.E.S. Academy of
Medical Sciences,
Perinthalmanna

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FOR REGISTRATION
7829713350

PSYCHOLOGICAL COUNSELLING CENTRE
School of Behavioural Sciences
Mahatma Gandhi University

WEBINAR ON

" SPECIAL EDUCATION COURSES & ITS EMPLOYMENT OPPORTUNITIES

സ്പെഷ്യൽ എഡ്യുക്കേഷൻ കോഴ്സുകളും
തൊഴിൽ സാധ്യതകളും എന്ന വിഷയത്തിൽ
സൗജന്യ വെബിനാർ

5TH AUGUST 2020 VIA GOOGLE MEET

Jointly Organized by
School of Behavioural Sciences,
Mahatma Gandhi University And
AWH Institute of Mentally Handicapped,Calicut.

RESOURCE
PERSON

Dr KM Mustafa
Faculty, School of Behavioural
Sciences & Director,IRLD,
Mahatma Gandhi University, Kottayam

For more details Contact
Ms. Anagha
(MG University-8304887715)
Ms. Amrutha
(AWH, Calicut- 8606468696)

url: https://meet.google.com/zmx-scui-hgh

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snmtrainingcollegemkm@gmail.com

In Collaboration with

INSTITUTE OF RESEARCH IN LEARNING DISABILITIES (IRLD)
SCHOOL OF BEHAVIOURAL SCIENCES
MG UNIVERSITY, KOTTAYAM

WEBINAR
On
MANAGEMENT OF STUDENTS WITH SPECIFIC LEARNING DISORDERS

July 16ᵗʰ 2020,
11 am

GOOGLE MEET   YouTube Live

Resource Person
Dr. K.M. MUSTAFA, Hon. Director, IRLD
School of Behavioural Sciences MG University

Dr. ASHA O.S.
Principal

Dr. SEEJA K.R.
IQAC Co ordinator

Dr. SUSMITHA P.S.
Webinar Coordinator

National Webinar
"SOCIAL WORK PROFESSION AND COVID-19 PANDEMIC"
NSWPC 2020

Sub Themes:
Social workers and occupational stress
Vulnerable groups and Covid-19

Organised by
School of Behavioural Sciences,
Mahatma Gandhi University

In Association With
Department of Sociology & Social Work, GEMS Arts & Science College, Malappuram
Department of Social Work, BVM Holy Cross College, Cherpunkal
Department of Social Work, AWH Special College, Calicut

Inaugurative
Sri.Manjalamkuzhi Ali on
Chairman, GEMS Arts and Science college
Malappuram

Keynote Address
Prof.(Dr.)Sabu Thomas
Hon'ble Vice-Chancellor
Mahatma Gandhi University, Kottayam

Mr.Francis Moothedan Raphel
Project Director and Child Trainer

Dr. Alan Godfrey

Date:13ᵗʰ Sept 2020
Time:10 am Onwards

Department of Indian Sign Language
SCHOOL OF BEHAVIOURAL SCIENCES
MAHATMA GANDHI UNIVERSITY
KOTTAYAM

PG DIPLOMA IN INDIAN SIGN LANGUAGE
PROGRAMME

REGULATIONS, SCHEME, AND SYLLABUS
UNDER CREDIT AND SEMESTER SYSTEM
(With effect from 2016 admission)

MAHATMA GANDHI UNIVERSITY
SCHOOL OF BEHAVIOURAL SCIENCES
REGULATIONS FOR PG DIPLOMA IN INDIAN SIGN LANGUAGE
PROGRAMME UNDER CREDIT AND SEMESTER SYSTEM

1. Title

These regulations shall be called **"Regulations for P G Diploma in Indian Sign Language Programme"** under Credit and Semester System, 2016.

2. Scope

2.1 Applicable to PG Diploma in Indian Sign Language Programme (Full Time & Part Time) conducted by the University with effect from 2016 admission.

3. Aim

This programme is aimed to develop a new generation of youngsters with in depth knowledge, favorable attitudes, Interpreting skills with regard to Indian Sign language.

4. Nomenclature

The nomenclature of this programme will be **P G Diploma in Indian Sign Language**

5. Eligibility for admission and reservation of seats

5.1 Candidates who have passed any graduate level Degree examination which is recognized by Mahatma Gandhi University are eligible for admission to the PG Diploma in Indian Sign Language Programme.

6. Preliminaries

The Credit and Semester System

The P G Diploma in Indian Sign Language Programme follows the Revised Credit and Semester System (CSS) Regulations (2016) of Mahatma Gandhi University. The CSS aims at flexibility in curriculum development, objectivity and critical approach in examination patterns, use of continuous evaluation for assessment. This is to ensure a de-stressed learning environment for students in their overall academic development. The CSS is also meant to provide meaningful common criteria as per the national pattern to transfer credits when students move from one institution to another within or outside the country.

CSS ensures functional autonomy to the School, which implies academic flexibility in matters like curriculum development, course designing, course teaching, conduct of examinations, planning and organization of research activities as well as administrative and financial powers to the extent the University Statute/Act/Regulations/Orders permit towards providing maximum benefits in terms of academic growth and development.

Functional autonomy envisaged in the CSS is also meant to provide teachers and students with a clear understanding of the principles to be followed in the framing of curriculum/teaching/learning/evaluation, preparation of mark lists/certificates, and in the transfer of credits towards achieving maximum academic benefits out of the system of the post graduate programme.

7. Definitions

7.1 **Semester** means a term consisting of a minimum of 90 working days including examination days distributed over a minimum of 18 weeks with 5 working days in each week. **In case of Part Time Programme Semester means one academic year (beginning from the date of commencement of the classes) consisting of 52 working days**.

7.2 **Programme** means a one year course of study and examinations spread over two semesters, the successful completion of which would lead to the award of P G Diploma in Indian Sign Language. In case of Part Time, Programme means Two year course of study and examinations spread over two semesters.

7.3 **Course** means the curricular content for teaching and learning or seminar in a specific area of theme of knowledge.

7.4 **Core course** means a course which is compulsory for all students undergoing the PG Diploma Programme.

7.5 **Credit** is the unit by which a course is measured. It is the measure of total number of hours of training received in a course during a semester; the credit number indicates the total curricular content in terms of number of hours of teaching/learning in a course during a semester.

7.6   **Grade** indicates the student's performance level – the level of achievement of a student in terms of the score obtained in evaluations and examinations in a course.

7.7   **Grade letter** is an index of performance of a student in a particular course. It is the transformation of actual marks secured by a student in a course to percentage and then to grade; Grade letters are: O, A plus, A only, B plus, B only, C, P, F and Ab.

7.8   **Grade Point** is the weightage allotted to grade letter.

7.9   **Credit Point** refers to the product of number of credits of a course and grade point obtained by a student for a given course.

7.10   **Semester Grade Point Average (SGPA)** refers to the performance of the student in a given semester. SGPA is a weighted average based on the total credit points earned by a student in all the courses in the semester divided by the total number of credits offered in the semester. SGPA will be computed as and when a student completes all the required courses of a semester with a minimum required grade as per the respective curriculum.

7.11   **Cumulative Grade Point Average (CGPA)** refers to the performance of the student for all semesters of the programme. CGPA is a weighted average based on the SGPA earned by a student in all semesters of the programme and the total number of credits required in the programme.

7.12   **Course Code:** Each course shall have a unique code number with the following abbreviated components – 1. School (SBE); 2. Programme (PGDIC) 3. Semester number in Roman letter (I/II) 4.Course number-in Arabic numerals (601, 602 etc) no separate designation may be required for practical, these courses also come under the head of core

7.13   **Faculty Advisor:** There shall be a Faculty Advisor for each batch of students admitted to the programme, for support activities,

7.14   **Teaching-Learning Process:** A course offered may have different components associated with the teaching – learning process of the course, namely Lecture, Tutorial, and practicals. It consists of participatory discussion/self study/desk work/extension activities in the community/debates/brief seminar presentations by students and such other

novel methods that help a student to accommodate and assimilate the lessons more effectively. Practical session consists of hands on experience/laboratory experiments/field studies/case studies that equip students to acquire the much required skill component.

7.15 Credit Requirements: Every student has to acquire 32 credits for the successful completion of this P G Diploma Programme.

7.16 Registration: A student must register for the required number of courses as per curriculum at the beginning of each semester.

8. **Programme/Course design:** The broad frame work of the programme and the courses shall be designed by the Board of Studies of the School based on the regulations as well as on the specific recommendations of the Faculty Council. The number of courses to be taught in the programme and the course titles shall be decided by the Board of Studies. The Faculty Council shall decide the content of each course, the text books to be prescribed and the like; periodic, even semester-wise, updating of the courses can thus be ensured.

9. **Admission:** Admission for the P G Diploma programme will be made by the department of Indian sign language, school of behavioural sciences by keeping all reservation norms of the university.

10. **Fees:** The Semester fees of the programme shall be at par with that of the P G Programmes of the School. However, changes if any will be as per the University decisions.

11. **Faculty Council:** The Faculty Council shall consist of all the regular and permanent teachers of the School. The head of the School shall be the Chairman of the Faculty Council. He/she shall preside over all the meetings of the council, and in his/her absence; the next senior teacher shall preside over the meetings. The Faculty Council shall have a Secretary, elected from among the teachers of the School. The teachers shall as a matter of duty attend the meetings of the council. The council shall meet at least once in every month.

12. **Course Teaching:** Courses shall generally be taught by the faculty who designed the course, though it is possible for the Faculty Council to assign the teaching of a course to more than one faculty member.

13. **Attendance:** Students who secure the minimum attendance of 75% and above in a semester, and who pass the internal examinations of all the courses of the semester, alone, will be allowed to appear for the end semester examination and continue in the programme in the next higher semester.

However, failed students can approach the grievance redressal committee (The Faculty Council) in case of failure in internal examinations, and the decision of the Faculty Council in this regard will be final. Faculty Council may permit students to repeat the course in appropriate cases, but only once in a programme.

14. **Question paper setting**: The concerned Faculty of the School shall prepare the question paper for each programme. The Head of the School will make arrangements for getting the question papers in time.

15. **Evaluation**

15.1 **External and Internal Evaluation:** Evaluation of the P G Diploma in Indian Sign Language courses shall be done by the faculty themselves on the basis of continuous internal assessment and end semester examinations. The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade points.

15.2 **Process of Evaluation**: The evaluation of answer scripts shall be done by the faculty who taught the course. The Head of the School will make arrangements for the evaluation of the answer scripts.

15.3 **Internal Assessment:** The student's attendance and classroom performance as well as the feedback received from tests, tutorials, assignments and term papers shall form the basis for internal assessment. The internal assessment will be a continuous assessment (CA) that accounts for 50% of the evaluation in both theory and practical.

15.4 **Continuous Assessment (CA):** This assessment shall be based on a predetermined transparent system involving periodic written tests, assignments and seminars in respect of theory courses and based on tests, lab skills, records/viva and attendance in respect of practical courses.

15.5 The percentage of marks assigned to various components for internal evaluation is as follows:

(a) Practicals

Sl. No.	Components	Marks in %
1	Two practical tests	60
2	Assignments /debates	20
3	Seminars/Presentation of case study	20
Total		**100**

(b) Theory

Sl. No.	Components	Marks in %
1	Two test papers	40
2	Assignments	25
3	Seminar	25
4	Attendance	10
Total		**100**

Tests: For each course there shall be at least two class tests during a semester. Best of the marks obtained in the two tests will be counted as the internal test component. The probable dates of the tests shall be announced at the beginning of each semester. Marks should be displayed on the notice board. Valued answer scripts shall be made available to the students for perusal within 10 working days from the date of the tests.

Assignments: Each student shall be required to do 2 assignments/book reviews for each course. Assignments/book review after valuation must be returned to the students. The teacher shall define the expected quality of the above in terms of structure, content, presentation and the like, and inform the same to the students. Punctuality in submission of assignments/records is to be given a weightage in the internal evaluation.

Seminar: Every student shall deliver one seminar as an internal component of every course and must be evaluated by the respective course teacher in terms of structure, content, presentation and interaction. The soft and hard copies of the seminar report are to be submitted to the teacher in charge.

Practical Records: All the records of continuous assessment (CA) must be kept in the School and that must be made available for verification.

Results of Internal Assessment: The results of CA shall be displayed on the notice board within 5 working days from the last day of a semester. It should be countersigned by the candidates. The marks awarded for various components of the CA shall not be rounded off, if it has a decimal part. The total marks of the CA shall be rounded off to the nearest whole number.

Once the Score Sheet for CA duly attested by the Head is forwarded to the CSS office for issue of mark lists, no further change in the grades entered will be entertained. Improvement in the internal assessment grade will not be possible in any circumstance for a student after the completion of a semester programme.

16. **End Semester Examination:** The end semester examination will account for the remaining 50% of the evaluation which will be done by the School in accordance with the provisions in Section 14.

   The evaluation of the end semester examination of the first and second semesters shall generally be done by the faculty who taught the course, though the School can opt to have the examiner from outside the university, if the faculty council so decides.

16.1 Grading System:

   The grading system followed is that of relative grading on a ten point scale. The following table indicates the performance range and the relative value of the grades (grade points) on the scale.

Letter Grade	Performance	Grade Point
O	Outstanding	10
A plus	Excellent	9
A only	Very Good	8

B plus	Good	7
B only	Above Average	6
C	Average	5
P	Pass	4
F	Fail	0
Ab	Absent	0

16.2 Minimum grade for pass in a course or programme: 'P' grade is required for a minimum pass in a course. The minimum CGPA required for a pass in the P G Diploma programme is 4.

16.3 Minimum Credit Point requirement for the P G Diploma in Indian Sign Language programme is 32

16.4 The Director shall ensure the regular student feedback of courses, teachers and programme in the prescribed format towards the end of all semesters and the same shall be made available to teachers concerned.

16.5 Publication of Results: The results of the End Semester Examination (ESE) shall be published within 30 days from the date of the last examination.

16.6 Revaluation: The answer scripts of examinations under CSS shall have provisions for revaluation. The application for scrutiny and revaluation of answer scripts shall be submitted to the Head of the School within 15 days from the date of publication of the results.

17. Reappearance and Improvement Examinations

17.1 Candidates in the 2nd semester, who have secured the SGPA letter grade of 'C' or 'P' in the end-semester examination can improve their grade by reappearing for all the semester courses together along with the next immediate batch provided the candidate has applied for the same and paid the required fee; in such cases a candidate will be awarded a new grade

only if there is an improvement in grade in the new examination; otherwise, the candidate is eligible to retain the grade obtained in the previous examination before improvement.

17.2 Candidates in the 1st semester who have secured a letter grade of 'P', 'F' or 'Ab' in any of the courses can reappear for exams course-wise along with the 2nd semester examination provided the candidate has applied for the same and paid the required fee.

17.3 Candidates in the 1st semester, who have secured the SGPA letter grade of 'C' or 'P' in the end-semester examination can improve their grade by reappearing for all the semester courses together, along with the next immediate batch provided the candidate has applied for the same and paid the required fee; in such cases a candidate will be awarded a new grade only if there is an improvement in grade in the new examination; otherwise, the candidate is eligible to retain the grade obtained in the previous examination before improvement.

17.4 Candidates who could secure the grade of only 'F' or 'Ab' in a course in the 1st/2nd semester examinations will be given two additional chances for course-wise reappearance even after the completion of the programme; but it has to be done within a period of two years after the completion. In such cases a candidate has to apply for the same as a supplementary examination and pay the required fee (Fee for supplementary examination of any course shall be full semester examination fee irrespective of number of courses involved).

17.5 In the case of students who discontinued studies during a semester or on completion of a semester of the programme for genuine reasons, with the prior permission of the Head of the School, he/she can be permitted to complete the programme by taking the required number of courses within a maximum period of six continuous semesters including the period of his/her programme, provided an amount equivalent to the semester fees for all the intervening semesters have been regularly paid and provided he/she has not been removed from the rolls by issuing a Transfer Certificate.

17.6 In all cases of discontinuation and readmissions, candidates must submit applications countersigned by the HOD to the CSS section and obtain the required statutory order for the same. Candidates who are readmitted to repeat a course must follow the then existing syllabus for the said programme and will have no assurance to do the repeat course in the same syllabus which he/she had attempted initially for the course. They need to attend classes along with new batch of students and should obtain the required percentage of attendance as usual.

17.7 **Issue of Grade Card**: Grade card will be given to the student at the end of each semester that will indicate the grades he/she has obtained as well as the Semester Grade Point Average (SGPA) which is the weighted average of the numerical value (grade point) obtained by him/her in the semester. Weighted average is calculated by dividing the sum of the product of the grade point or numerical value obtained for each course and the credits that it carries by the total number of credits earned. The Cumulative Grade Point Average (CGPA) for the whole programme will be calculated in the same way, which will also be indicated in the Grade Card.

17.8 **Percentage Equivalence of Grade**:

Range of % of Marks	Grade Letter	Performance	Grade Point
95 - ≤ 100	O	Outstanding	10
85 - < 95	A plus	Excellent	9
75 - < 85	A only	Very Good	8
65 - < 75	B plus	Good	7
55 - < 65	B only	Above Average	6
45 - < 55	C	Average	5
40 - < 45	P	Pass	4
< 40	F	Fail	0
Absent	Ab	Absent	0

17.9 Calculation of Semester Grade Point Average (SGPA) :

Credit Points for the Course = (No. of Credits assigned for the course **x** Grade Point secured for that course).

SGPA indicates the performance of a student in a given Semester. SGPA is based on the total **credit points** earned by a student in all the courses divided by the total number of credits assigned to the courses required in a Semester.

Note: SGPA is computed only if the candidate passes in all the required courses (gets a minimum required grade for a pass in all the required courses as per the curriculum). Securing of SGPA in all semesters may not enable students to have minimum required CGPA for a pass in the programme.

SGPA = $\dfrac{\text{Total credit points earned by the student from all the required courses of a Semester}}{\text{Total credits of all courses required in a semester}}$

17.10 Calculation of Cumulative Grade Point Average (CGPA)

CGPA refers to the Cumulative Grade Point Average weighted across all the semesters (2 Semesters). CGPA is obtained by dividing the total number of credit points earned by the student in all the semesters by the total number of required credits of all the Semesters as per curriculum.

CGPA = $\dfrac{\text{Total Credit Points of Semester- S1 + S2}}{\text{Total Credits of Semester- S1 + S2}}$

OR

$$\dfrac{[\text{SGPA of I Semester x Total Credits of I Sem}] + [\text{SGPA of II Semester x Total Credits of II Sem}]]}{\text{Total Credits of I Semester + Total credits of II Semester}}$$

This formula shall be printed on the Grade Card issued to the student with a note that it could be used to convert the grades into mark-percentages. (The details of the grading system as indicated in section 16.1, 16.2 & 16.3 above shall also be printed on the Grade Card).

Conversion of SGPA/CGPA to Grade

SGPA/CGPA	Grade
10	O
9.0 - < 10	A plus
8.0 - < 9	A only
7.0 - < 8	B plus
6.0 - < 7	B only
5.0 - < 6	C
4.0 - < 5	P
< 4	F
Absent	Ab

Conversion of CGPA to percentage

$$\boxed{\text{Equivalent Percentage } = \text{ (CGPA obtained) X 10}}$$

18. **Position Certificate**: The position certificate shall be given for the 1st five positions. Students who have completed the course by availing of the improvement examinations for a course or reappearance for a course will not be eligible for position certificate. If Rank certificate in a prescribed format is demanded by institutions for awarding a specific fellowship/scholarship such as for DST Inspire Fellowship etc, the rank certificate may be given for such students as a special case in the prescribed format.

19. **Registration of student enrolment with the CSS**: The list of students registered for each semester programme should be forwarded to the CSS along with original certificates (Degree Certificate + SSLC) immediately after closing the admission of first semester programme.

20. **Consolidation and Declaration of Results:**

    All work pertaining to the examinations shall be held in the School under the direct control and supervision of the Head of the School. The Head of the School will, in consultation with the Faculty Council directly control the internal/external examinations and evaluations or nominate a teacher as the chief examiner who will assist him/her in the matter. The marks awarded for internal assessment will be displayed in the School's notice board at the end of each semester.

    If a student has any complaint regarding the marks received in internal assessment, he/she should report it to the concerned faculty member within 3 working days from the date of publication of the same on the notice board. Thereafter, complaints against internal marks will not be entertained under any circumstance. The pass board of the School will consist of selected teachers/ the entire faculty of the School and will be constituted by the Head in consultation with the Faculty Council.

    The tabulated grade sheets will be forwarded after each end-semester examination to the office of the Controller of Examinations. The CSS section in the Controller's office will check the Grade card forwarded from the School

and notify the results after consolidating them and issue statement of credits. On completion of the final semester a consolidated Grade Card showing the details of all the courses taken will be prepared. The consolidated Grade Card containing the details of all the courses with their titles, credits, grades obtained, the total credits earned, the SGPA and the CGPA will be issued to students.

Note: The Revised CSS Regulations of this University, 2016 will be applicable to any case which is not mentioned in this Regulation.

21. Structure and Framework of the Programme

SEMESTER I

Sl. No.	Code	Title	Credit	Marks		Total
				Internal	External	
1	SBEP GDIC 1601	Introduction to deafness and sign Language (Theory core)	4	50	50	100
2	SBEP GDIC 1602	Oralism, Total communication and Bilingualism (Theory core)	4	50	50	100
3	SBEP GDIC 1603	Basic Sign Language skills (Practical)	4	50	50	100
4	SBEP GDIC 1604	Advanced Sign Language skills (Practical)	4	50	50	100
Total			16	200	200	400

SEMESTER 2

Sl. No.	Code	Title	Credit	Marks	Total

				Internal	External	
1	SBEP GDICI I605	Environment aids and interpreting concepts(Theory core)	4	50	50	100
2	SBEP GDICI 1606	Disabilities types and characteristics (Theory core)	4	50	50	100
3	SBEP GDICI 1607	Intervention in Family, Community and child deaf and hard of hearing (Practical)	4	50	50	100
4	SBEP GDICI 1608	Specialized sign language skills (Practical)	4	50	50	100
		Total	16	200	200	400

Summary of Courses

Type of Course	Total No. of Courses	Total Hours	Total Credit	Total Internal	Total External	Total Marks
Core Courses	8	720	32	400	400	800

PG DIPLOMA IN INDIAN SIGN LANGUAGE PROGRAMME

SYLLABUS
(With effect from 2016 admission)

SCHOOL OF BEHAVIOURAL SCIENCES
MAHATMA GANDHI UNIVERSITY
PRIYADARSINI HILLS
KOTTAYAM

SEMESTER I
Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEPGDIC1601: INTRODUCTION TO DEAFNESS AND SIGN LANGUAGE

Objectives: On completion of the course, the student develops:

1. Understanding of the nature of sing language
2. Basic communicative competence is sing language
3. Basic sing language vocabulary of about 400+ words
4. Ability to interpret at a basic level

Syllabus

Unit 1: The Nature of sign language   **15 hours**

1.1.   Sign language is NOT the same all over the world.
1.2.   Sign language does NOT lack grammar.
1.3.   Sign language is NOT dependent on spoken language
1.4.   Sign Language is NOT a "language of the hands" only.

Unit 2:Sign language and spoken language   **15 hours**

2.1 Sign language has not been invited by hearing people to help deaf people.

2.2 No sign language are better than any other sign language

2.3 Sign codes for spoken languages (Signed English, Signed Hindi etc.) are NOT better than

    Indian sign Language

2.4 Signed spoken languages are NOT better than Indian Sign language

Unit 3: perspectives on sign language usage   **30 hours**

3.1 Effective communication with deaf people

3.2 Characteristics of good signer

3.3 Concept of sign language Interpretation

3.4 Characteristics of good sign language interpreter

Unit 4:Deafness and society: **30 hours**

4.1 Using language for inclusion in society

4.2 Understanding deaf culture: Aspects of deaf people, culture and communication

4.3 History of deafness

4.4 History of sign language in India

Assignment

> Written paper about the nature of sign language.

SEMESTER I
Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEPGDIC1602: ORALISM, TOTAL COMMUNICATION, BILINGUALISM-CULTURAL PERSPECTIVES AND INTERPRETING ISSUES

Syllabus

Unit 1: Definition and causes of deafness   **20 hours**

1.1. Definition of auditory and cultural deafness
1.2. How does it occur
1.3. Genealogical causes
1.4. Non-genealogical causes
1.5. Environmental causes

Unit 2: Classification and prevention of deafness   **20 hours**

3.1. Based on the age of onset

3.2. Based on the type of hearing loss

3.3. Degrees of hearing loss

3.4. Consequences of hearing loss

3.5. Prevention aspects

Unit 3: Oralism, total communication and bilingualism   **25 hours**

3.1 Oralistic approach (speech therapy, lip reading)

3.2 Evaluation of oralism

3.3 Manual communication system (Pidgin, Signed English/Hindi, Indian sign language

3.4 Evaluation of manual communication systems

3.5 basic concept of bilingualism

3.6 Evaluation of bilingualism

Unit 4: Basic concept of interpreting   **25 hours**

4.1. Categories/techniques of interpreting

4.2. Interpreter-client relationships

4.3. Professional attitudes and ethics

4.4. Particulars of sign language interpreting

Assignment

Written paper about the nature of sign language

SEMESTER I
Core Course, Credit: 04, Contact Hours: 90, Marks: 100

SBEPGDIC1603: BASIC SIGN LANGUAGE SKILLS

Unit 1:   **20 hours**

	Topics
1.1 Special statements	Greetings
	Describing people and objects (Adjectival Predicates)
	Pronouns
	Topics
1.2 Simple with question words	Family and relations
	Common objects (clothing, household, etc.)

Unit 2   **20 hours**

	Topics
2.1 question with question words	Interrogatives
	Places
	People and profession
	Actions
	Topics
Revision	taking about the timer
2.2Communicative expressions	

Unit 3   **25 hours**

	Topics
3.1 Negative Sentences	Food (vegetables, Fruits, beverages, etc.)
3.2 finger spelling (alphabet)	Opposites
	Topics
3.3 Negative commands	Calendar (week/month/year)
3.4 Negative response to offers/ suggestions	Colors
Finger spelling (use)	Place names

Unit 4   **25 hours**

	Topics

4.1 Numbers	Measures
	Talking about money
	Animals
	Topics
Revision	Body & Health
4.2 Use of space, perspective and role play	Deafness and Disability
	Abstract concepts
	Topics
4.3 Relations in actions	verbs
	Expressing movement
	Talking about language
	Topics
4.4 Possession	Geometrical shapes
	Talking about the work place
	Environment (earth and sky)

Practical: Interpreting

Category:

- one –on-one interpreting

- consecutive interpreting

- informal settings

Sample setting to be practiced:

- employment counseling

- obtaining official documents (e.g. audiometric test, handicapped identity card, bus/railway pass, ration card)

- solving workplace relations issues

Assignment

Comprehension : watching a singed text of about 1.5 minutes duration:

Providing a summary of its content in English or Hindi or Language

Any regional

Translation:

- Translation of sentences from sign in to any spoken language
- Translation of sentences from spoken language in to sign

Interpretation

- Interpret an informal 30 minutes encounter between a hearing and deaf person

SEMESTER I
Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEPGDIC1604: Advanced Sign Language Skills

Unit 1:   **25 hours**

	Topics
1.1 questions, verbs	Diversity in the sign language
1.2 Completed action	community childhood experiences

	Topics
1.3 finger spelling , negation, Possession	Activities with in the deaf community cooperation of deaf and hearing people
1.4 Place names and pointing signs Imperative	Continents and countries Indian States and Union Territories Cities, towns and languages

Unit 2   **25 hours**

Topics

2.1Perspective and role play Size and shape   Picture stories

2.2 Handling objects

Topics

2.3If- clauses   Communication issues

2.4Enumeration   Government set- up

Unit 3   **20 hours**

Topics

3.1 Plural objects   Deaf culture

Games, sports, arts and entertainment

Religions/ religious Places/ festivals

Topics

3.2Repeated action   Deaf education seen through 'deaf eyes'

3.3Gradual processes   educational terms

3.4Alternating action and   School terms and subjects

Unrealized action

Unit 4   **20 hours**

Topics

4.1Auxiliary construction   Interpreting

4.2expressing movement

4.3 facial expressions

4.4 Adverbial facial expressions

Practical: Interpreting

Category:

- one - one – one and small group interpreting
- consecutive interpreting
- semi- formal and formal setting

  sample setting to be practiced:

- medical examination
- pre- operation consultation
- employment interview/ contact
- school board meetings
- semi-formal functions (e.g.. deaf associations, deaf schools)

Assignment

- **Comprehension :** Watching a singed text of about 3 minutes duration, writing providing a summary of its content in English, Hindi or any regional
- **Translation :**
- translation of sentence from sign in to English, Hindi or any regional language
- Translation of sentence from English, Hindi or any regional language in to sign.
- Interpretation: Interpreter a semi- formal 30 minutes encounter between a hearing and deaf person

SEMESTER II
Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEPGDICI1605: ENVIRONMENT AIDS AND INTERPRETING   CONCEPTS

GOALS:

1. Understanding of the interpreting process
2. Understanding of special issues associated with sign language interpreting
3. Advanced communicative competence in sign language
4. Advanced sign language vocabulary of about 1000 words
5. Ability to interpret at an intermediate level

6. Basic understanding of the deaf community, culture and biculturalism

90 hours

Unit 1: Environmental Aids   **15 hours**

1.1. Telecommunication aids (e-mail, SMS, etc.)

1.2. Television - Radio Listening Aids

1.3. Induction loop system

1.4. Alarm- systems.

1.5. Vibro- tactile aids

Unit 2: Concession and Support service   **20 hours**

5.1 Concession fort the deaf

5.2 Advocacy for deaf rights

5.3 Education for the deaf

5.4 Access to information

5.5 Counseling for families with deaf members

Unit 3: interpreting concepts   **20 hours**

2.1. Definition

2.2. Types of interpreting (one-on-one, small groups, large groups)

2.3. Settings where interpreters work (informal, semi - formal, formal)

2.4. Interpreting techniques (consecutive , simultaneous)

2.5. History of interpreting

Unit 4: Rules of interpreting   **20 hours**

3.1 Attitudes towards interpreters

3.2 Environmental concern

3.3 Dress Code

3.4 Do's for interpreting

3.5 Don'ts for interpreting

Unit 5: Role and Ethics of sign Language Interpreter   **15 hours**

4.1   Role of an interpreter: concept of biculturalism

4.2   discreet and confidential

4.3   Accuracy and proficiency

4.4   Importance of impartial attitudes

4.5   Code of Ethics

Assignment

-    Written paper about the contents of the Theory section (units 1-4)

SEMESTER II
Core Course, Credit: 04, Contact Hours:90, Marks:100
SBEPGDICI1606: DISABILITIES:TYPES AND CHARACTERISTICS

Objectives:

After studying this paper, the learner is expected to

1.   Understand the differences between impairment, disability, and handicap.

2.   Enumerate the educational needs of various categories of persons with disabilities.

3.   Know the common causes and preventive aspects of the common causes for different kinds of disabilities

4.   Describe the general methods to be adopted for early identification and intervention strategies in the case of children with disabilities

5.   Understand the importance of human resource development in the disability sector and list the stakeholders in the field.

Unit I:

Understanding the Disabilities   **(15 Hours)**

1.1.   Concept and Definition of Impairment, Disability and Handicap.

1.2.   Historical and National developments and Constitutional obligations for   children with disabilities.

1.3. Categories of Disability as per the PWD Act 1995

1.4. Prevalence and Incidence in India.

1.5. Social and Educational needs of children with disability.

Unit II:

Definition, Types and Characteristics **(15 Hours)**

1.1. Hearing Impairment: Definition, types and characteristics.

1.2. Visual Impairment: Definition, types and characteristics

1.3. Mental Retardation: Definition, types and characteristics.

1.4. Neuro–muscular and Locomotor Disabilities (CP): Definition, types and characteristics.

1.5. Autism, Learning disability, Mental Illness and Multiple Disabilities: Definition, types and characteristics.

Unit III:

Causes and Prevention **(15 Hours)**

3.1. Causes: Pre-natal, Natal, Post-natal.

3.2. Prevention: Primary, Secondary, Tertiary

3.3. Immunization, Nursing care and First aid.

3.4. Hygiene, Nutrition, Diet and Childhood diseases

3.5. Genetic Counselling.

Unit IV:

Identification and Early Intervention **(15 Hours)**

4.1. Need for early Identification and Intervention.

4.2. Tools for Screening and assessment procedures for educational placement.

4.3. Intervention of late identified children.

4.4. Early Intervention strategies.

4.5. Differential Diagnosis and Referrals.

Unit V:

Human Resource in Disability Sector **(30 Hours)**

5.1. Concept of Human Resource in disability – Global and national perspectives

5.2. Policies and programme for development and training of human resource

5.3. Meaning, need and scope of quality education in HRD

5.4. Age – linked care and health services in India

    -Changing health services and geriatric rehabilitation

    -Impact of health services on disability

5.5. Stakeholders and Schemes in disability services

Information in brief (4 to 5 lines) on what the following are and their main functions:

- AAW – Aanganwadi Workers
- FCS – Family Care Services
- IEDC – Integrated Education of the Disabled Children
- MSJE – Ministry of Social Justice and Empowerment
- MOH – Ministry of Health
- MHRD – Ministry of Human Resource Development
- NCERT – National Council of Educational Research and Training
- NSSO – National Sample Survey Organization
- PHC – Primary Health Centre
- RCI – Rehabilitation Council of India
- VRC – Village Rehabilitation Committee
- WHO – World Health Organization
- AYJNIHH – Ali Yavar Jung National Institute for the Hearing Handicapped
- NIVH – National Institute for Visually Handicapped
- NIMH – National Institute for the Mentally Handicapped
- NIOH – National Institute for the Orthopeadically Handicapped
- NIEPMD - National Institute For The Empowerment of Persons with Multiple Disabilities

Experiential Learning

The 15 hours earmarked which may be used for providing hands on practical experiences to the students to enrich their learning.

(e.g. The students are expected to visit at least 2 institutes for disabilities and observe children with disabilities learning, and submit a report of their observation)

Assignment

- Written paper about the contents of the Theory section (units 1-4)

SEMESTER II

Course II, Core Course, Credit: 04, Contact Hours:90, Marks:100
SBEPGDICI1607:   FAMILY, COMMUNITY AND CHILD DEAF & HARD OF HEARING (field visit - intervention in communication- report)

Objectives:

Knowledge related objectives:- Development of knowledge in the following areas:

1.   Concept of family and community and their role in rehabilitation of disabled; in Identification prevention & intervention of disability.

2.   Guiding the family and community for better rehabilitation.

3.   Ways and means of empowering parents of disabled children.

4.   Various concessions and facilities for disabled and their family.

Skills related objectives:- Development of skills in the following areas

1.   Identifying the role of family and community in the rehabilitation process

2.   Guiding and counseling the disabled and their family

3.   Mobilizing various sources and schemes which are beneficial for disabled.

4.   Developing parent – professional partnership.

Unit 1: Family   (20 hrs)

1.1.   Definition and structure

1.1.1   Types of families

1.1.2   Impact of type of family on persons with hearing impairment

1.1.3.   Common misconceptions of family towards hearing impairment

1.1.4.   Family intervention process

1.2   Family and rehabilitation process

1.2.1   Initial feeling, reaction and adjustment of family.

1.2.2   Role of family in identification and prevention

1.2.3   Need for rehabilitation of Person with disabilities

1.3   Role of family at various developmental stages – parents, siblings, grandparents & other family members

1.4.   Counseling and guidance to the family

1.4.1   Need and Importance

1.4.2   Principles, Stages and Techniques

Unit 2: Issues in educating children with HI in India   (20 hrs.)

2.1 Related to students

2.2. Related to parents

2.3 Related to teachers (Special teachers, Resource teachers, Teachers in regular schools)

2.4 . Related to schools

2.5 . Areas of Concern

   a) Multi-linguilism

   b) Resources and infrastructure

   c) Social structure

   d) Geographical conditions & communication facilities

   e) Literacy, awareness and attitudes of community

   2.6 Development of social skills

Unit 3: Involvement and Empowerment of Parents   **(20hrs)**

3.1.   Scope and need

3.2.   Home training

3.3. Importance of "**Auditory Verbal Approach**" at the early stages of child's life

   - Meaning, concept, scope and principles of AVA

   - Strategies and Techniques to be followed during the sessions

   - Setting up goals and planning the sessions

   - Parent Professional Partnership in AVA

3.4. Correspondence programmes

3.5. Problems faced in involvement

Unit 4: Community in Rehabilitation process   **(15 hrs)**

4.1   Community

4.1.1 Definition, nature and type

4.1.2 Common misconceptions of community towards disability

4.1.3 Role in prevention identification, and intervention of disability

4.1.4 Community and rehabilitation process

Unit 5: Community Based Rehabilitation   **(15 hrs)**

5.1   Scope, need and importance

5.2.   Organization of CBR

5.3. Type of programmes for community awareness

5.4. Materials for community awareness

5.5. Creating barrier free environment in public places

5.6.Creating barrier free environment for hearing impaired (Induction loop, light signaling etc.)

Assignment - Report of field visit and Intervention in Communication – Report Evaluation and Viva

SEMESTER II
Course IV, Core Course, Credit: 04, Contact Hours: 90, Marks: 100
SBEPGDICI1608:   SPECIALIZED SIGN LANGUAGE SKILLS

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Unit 1: advanced sign language grammar   **25 hours**

    1.1.   Subordinate

    1.2.   Relativization clauses

    1.3.   Discourse markers

    1.4.   Text organization

    1.5.   Use of the sign space

    1.6.   Creative use of sign Language

Unit 2: Advanced sign language vocabulary   **25 hours**

    2.1   Sign with complex semantics

    2.2   Existing specialized vocabulary / terminologies

    2.3   Issues of vocabulary development

    2.4   dealing with regional variation in the sign language lexicon

2.5   Formal versus informal registers in sign language

2.6   Different text types in sign language

Unit 3 interpreting   **20 hours**

3.1One-one-small group and large group interpreting

3.2Consecutive interpreting

3.3Simultaneous interpreting

3.4formal settings

Unit 4 Sample setting to be practical   **20hours**

4.1medical interpreting

4.2contracts (private, business)

4.3court proceedings

4.4conference address, conference presentation

Assignment

1. 30 - minutes exam in sign language about issues of interpretation, sign language, and biculturalism
2. 30 - minutes consecutive interpreting in formal setting
3. 5 - minute simultaneous interpreting in formal setting

Reference material:

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- Wallace, P.M. & Goldstein, J.M. (1944) An Introduction to Psychology (3rd Edition) Madison: Brown & Benchmark Publishing
- Lindgren H (1988) Educational Psychology in the Classroom, Harper & Raw

- Panda, KC (1997) Education and Exceptional Children, Vikas Publishing House, New Delhi
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- Alan H. and Ravic R. (1998). Best and promising Practices in Developmental Disabilities, Texas, PRO – ED, Inc
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- Arthur E. Dell Orto, Paul W. Power (2007) The Psychological and Social Impact of Illness and Disability
- Vicki L. Schwean, Donald H. Saklofske (1999) Handbook of Psychosocial Characteristics of Exceptional Children
- Seamus Hegarty, Mithu Alur (2002) Education and Children with Special Needs: From Segregation to Inclusion
- S.S. Chauhan (2002) Education of Exceptional Children
- Helping the handicapped by Desai, A.N.
- Families of handicapped person by Gallagher J.J. & Veitz, P.M.
- It invites fair, Sibling of -Children with disabilities by Klein, S.D. & Schleifer, M.J.
- Perspective in disability & rehabilitation by Pandey R.S. & Advani L.
- The handicapped child by Agatha H.B.Owley & Leslie Gardner
- Aural habilitation by Daniel Ling
- Handbook on Parent education by Marvin J. Fine
- Parents and teachers of exceptional children by Thomas M Shea &Anne M Bauer
- Education of HI child by Frank Powell
- The HI child by Raymond H. Hull &Karen L Dilka
  - The HI child and family by Michel Nolon & Ivan Tucker.

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