महिला सशक्तीकरण एवं विकास में प्रमाण-पत्र (सी.डब्लू.ई.डी.)
Certificate in Women's Empowerment and Development (CWED)

कार्यक्रम कोड / Programme Code	: 414	कार्यक्रम अवधि (वर्षों में)	:	न्यूनतम	: ½ अधिकतम : 2
कार्यक्रम माध्यम / Medium of Instruction	: English / हिन्दी	Programme Duration (in Yrs.)	:	Minimum	: ½ Maximum : 2
प्रवेश हेतु न्यूनतम अर्हता / Minimum Qualification for Admission	: 10+2	कार्यक्रम शुल्क / Programme Fee	:	3000+100/-	
		अधिन्यास कार्य / Assignment Work	:	आवश्यक नहीं / Not Essential	

पाठ्यक्रम कोड एवं विवरण

Paper No.	Course Code	Title of the Course / पाठ्यक्रम का शीर्षक	Credits
842	CWED-01	Foundation Course in Women's Empowerment and Development महिला सशक्तिकरण एवं विकास में आधार पाठ्यक्रम	4
843	CWED-02	Women in Indian Society : Socio-Historical Context भारतीय समाज में महिलाएं: सामाजिक– ऐतिहासिक परिपेक्ष्य	4
844	CWED-03	Constitutional and Legislative Foundation For Gender Equality लिंग समानता के लिए संवैधानिक एवं विधायी आधार	4
845	CWED-04	Women and Economy महिलाएं एवं अर्थ व्यवस्था	4
Total Credits			**16**

CWED-01

महिला सशक्तिकरण एवं विकास में आधार पाठ्यक्र

खण्ड–1 लिंग की सामाजिक रचना

इकाई–1

लिंग–सोच का सामाजिक रचना

इकाई–2

सामाजिक लिंग रचना का संस्थागत आधार

इकाई–3

सामाजिक कारण और सामाजिक लिंग रचना की विचार धारायें

इकाई–4

समकालीन भारत में नारी

खण्ड–2 सामाजिक लिंग समानता के लिए संघर्ष

इकाई–5

राजनीतिक प्रक्रिया में महिलाओं की सहभागिता

इकाई–6

इतिहास पर एक नया नजरियाॅ

इकाई–7

स्वतन्त्र भारत में महिला आंदोलन

इकाई–8

दक्षिण एशिया में महिला आंदोलन

इकाई–9

विश्व स्तरीय बहस मुद्दे और रूझान

खण्ड—3 महिला स्वालम्बन : समस्यायें और रणनीतियॉ

इकाई—10

महिला आंदोलन और प्रतिक्रिया में राज्य की पहल

इकाई—11

बेहतर कानूनों के लिए जारी संघर्ष—भाग—1

इकाई—12

बेहतर कानूनों के लिए जारी संघर्ष—भाग—2

इकाई—13

आर्थिक संसाधन : पहुँच, अधिकार, उपयोग और उत्पादन

इकाई—14

शिक्षा और स्वस्थ्य

खण्ड—4 विषय संबन्धी अध्ययन (केस स्टडी) : सहभागिता की ओर बढते कदम

इकाई—15

महिलायें और पर्यावरण

इकाई—16

महिलायें और सहकारिता

इकाई—17

अरक —विरोधी आंदोलन

इकाई—18

शोध रिपोट का लेखन

CWED-02

भारतीय समाज में महिलायें : सामाजिक ऐतिहासिक संदर्भ

खण्ड—1 भारतीय समाज में महिलाएं

पाठ्यक्रम परिचय : भारतीय समाज में महिलाएं : समाजिक ऐतिहासिक संदर्भ

खण्ड परिचय : भारतीय समाज में महिलाऐं

इकाई—1

सामाजिक विविधतायें और समानतायें

इकाई—2

कल्पना और यथार्थ

इकाई—3

निरन्तरर्ता, परिवर्तन और प्रगतिरोध

खण्ड—2 महिलाओं की स्थिति : कुछ प्रस्थिति

इकाई—4

सामाजिक और जनसांख्यकीय विवरण

इकाई—5

महिलाऐं और कार्य

इकाई—6

राजनीतिक भागीदारी

इकाई—7

शिक्षा तक पहुँच

खण्ड—3 सामाजिक संस्थायें प्रक्रियाऐं और महिलाएं

खण्ड परिचय : सामाजिक संस्थायें, प्रक्रियायें और महिलायें

इकाई—8

एक लडकी का बढना

इकाई—9

विवाह

इकाई—10

वर्ग, जाति, सामुदायिक विचार धारा और स्त्री पुरूष संबन्धी दृष्टिकोण का निर्माण

इकाई—11

पुस्तको और मौखिक परम्परा और जनसंचार में महिलाओं का प्रतिनिधित्व

खण्ड—4 धर्म, व्यक्तिगत कानून और महिलाओं के अधिकार

इकाई—12

धर्म और प्रतिरोध

इकाई—13

रूढिवादिता और महिलाओं के अधिकार

इकाई—14

परम्परागत कानून और उसका विरोध :कानून की अवमानना

इकाई—15

धर्म और व्यक्तिगत कानून :

एकरूपता बनाम अनकरूपता : शाहबानों और मेरी रॉय के मुकदमें

CWED-03

स्त्री पुरूष समानता के लिए संवैधानिक और वैधानिक आधार

खण्ड—1 स्त्री पुरूष समानता : पाठ्य और संदर्भ

इकाई—1

महिलाओं के अधिकार मानव अधिकार है : अर्थ और आयाम

इकाई—2

स्त्री पुरूष समानता : विश्वव्यापी बहस

इकाई—3

स्त्री पुरूष समानता के संघर्ष के रूप

खण्ड—2 भारत में स्त्री पुरूष समानता के लिए संवैधानिक आधार

इकाई—4

भारत में स्त्री पुरूष समानता के लिए संवैधानिक प्रावधान :अनुदेश और कमियॉ

इकाई—5

संवैधानिक संशोधन : स्त्री पुरूष समानता के उभरते क्षेत्र

इकाई—6

राष्ट्रीय महिला आयोग

खण्ड—3 भारत के स्त्री पुरूष समानता के लिए बनाये गए कानून और कानूनी सुधार

इकाई—7

कानूनी सुधार और राजनीतिक प्रतिबद्धता और धर्म निरपेक्षता बनाम व्यक्तिगत कानून

इकाई—8

महिलाओं के खिलाफ हिंसा के लिए कानूनी सुधार

इकाई—9

श्रम कानून

इकाई—10

सामाजिक सुरक्षा

खण्ड–4 महिला आंदोलन और कानूनी परिवर्तन

इकाई–11

 बलात्कार

इकाई–12

दहेज

इकाई–13

परिवार अदालत

इकाई–14

स्त्री पुरूष समानता और परम्परागत अधिकार

CWED-04

महिलायें और अर्थव्यवस्था

CSSSY – 04

सामाजिक स्तरीकरण

सिद्धान्त तथा संकल्पनाएँ (खण्ड–1)

इकाई – 1. सामाजिक स्तरीकरण -I

इकाई – 2. सामाजिक स्तरीकरण -II

इकाई – 3. प्रस्थिति तथा वर्ग की संकल्पनाएँ।

इकाई – 4. वर्ग तथा शक्ति की संकल्पनाएँ।

इकाई – 5. शक्ति, प्रजाति, लिंग तथा स्तरीकरण।

समाजों में स्तरीकरण (खण्ड–2)

इकाई – 6. पूर्व–आधुनिक समाजों में स्तरीकरण।

इकाई – 7. आधुनिक समाजों में स्तरीकरण।

इकाई – 8. व्यावसायिक क्रमविन्यास।

इकाई – 9. विचारधारा तथा स्तरीकरण : श्रेणीबद्धता एवं समानता।

सामाजिक गतिशीलता (खण्ड–3)

इकाई – 10. सामाजिक गतिशीलता : अवधारणा एवं मापन

इकाई – 11. पूर्व–आधुनिक समाजों में सामाजिक गतिशीलता।

इकाई – 12. आधुनिक समाजों में सामाजिक गतिशीलता।

इकाई – 13. व्यवसाय, शिक्षा एवं सामाजिक गतिशीलता।

भारतीय समाज में स्तरीकरण (खण्ड–4)

इकाई – 14. जनजातीय समाजों में स्तरण।

इकाई – 15. भारतीय समाज में जाति और समुदाय : ऐतिहासिक परिप्रेक्ष्य।

इकाई – 16. वर्ण और जाति।

UGPS-101

राजनीतिक सिद्धान्तों और संस्थाओं का परिचय

खण्ड 01–राजनीति विज्ञान का परिचय

इकाई– 01–राजनीति विज्ञान का अर्थ परिभाषा, प्रकृति और क्षेत्र

इकाई– 02–राजनीति के अध्ययन के उपागम एवं अन्य सामाजिक विज्ञानों से सम्बन्ध

खण्ड 02–राज्य के प्रमुख लक्षण

इकाई– 03–राज्य : अर्थ, प्रकृति एवं उत्पत्ति के विभिन्न सिद्धान्त

इकाई– 04– प्रभुसत्ता, शक्ति, प्राधिकार एवं वैघता

खण्ड 03–व्यक्ति और राज्य

इकाई– 05–विधि एवं न्याय

इकाई– 06–स्वतंत्रता एवं समानता

खण्ड 04–सरकार के अंग और शासन प्रणालियॉ

इकाई– 07–सरकार के अंग एवं वर्गीकरण : लोकतंत्रीय सरकार

इकाई– 08––एकात्मक और संघीय सरकार, संसदीय एवं अध्यक्षीय शासन प्रणाली

खण्ड–5–राज्य के सिद्धान्त

इकाई– 09–राज्य का व्यक्तिवादी दृष्टिकोण एवं कल्याणकारी राज्य

इकाई– 10– राज्य का मार्क्सवादी सिद्धान्त एवं अराजकतावादी दृष्टिकोण

खण्ड 06–राज्य की विचार धाराएँ

इकाई– 11–सर्वाधिकारवाद; फासीवाद

इकाई– 12– साम्राज्यवाद; राष्ट्रवाद और अंतर्राष्ट्रवाद

खण्ड 07–समाज और अर्थव्यवस्था में राज्य का हस्तक्षेप

इकाई– 13– राज्य एवं सामाजिक आर्थिक प्रक्रियाएं

इकाई– 14– राज्य एवं उदारीकरण की प्रक्रिया

UGPS – 103
अन्तर्राष्ट्रीय संबंध

खण्ड 01–अन्तर्राष्ट्रीय संबंधों का अध्ययन और सिद्धान्त व्यवहार में

इकाई– 01–अन्तर्राष्ट्रीय संबंधों की प्रकृति, क्षेत्र एवं अध्ययन के उपागम

इकाई– 02– राज्य व्यवस्था, शक्ति, राष्ट्रहित और राष्ट्रीय सुरक्षा

खण्ड 02–अंतः युद्धकाल

इकाई– 03–प्रथम विश्वयुद्ध : कारण, घटनाएं एवं प्रभाव

इकाई– 04–वैश्वीकरण

खण्ड 03–शीत युद्ध और विश्व राजनीति पर उसका प्रभाव

इकाई– 05–द्वितीय विश्वयुद्ध: कारण और परिणाम (महाशक्तियों का उदय)

इकाई– 06–शीत युद्ध का उद्भव एवं विकास; बोल्शेविक क्रान्ति

इकाई– 07––शस्त्रीकरण एवं निशस्त्रीकरण

खण्ड 04–तीसरी दुनिया का उद्भव

इकाई– 08–गुटनिरपेक्षता : उत्पत्ति, भूमिका और प्रासंगिकता

इकाई– 09–उपनिवेशवाद एवं नव उपनिवेशवाद; तीसरी दुनिया के देशों की सुरक्षा एवं समस्याएं

खण्ड 05–शीत युद्ध का अंत और उसके दुष्परिणाम

इकाई– 10–बदलती विश्व–व्यवस्था संबंधी दृष्टिकोण

इकाई– 11– विश्व व्यवस्था का बहुध्रुवीकरण

खण्ड 06–अन्तर्राष्ट्रीय संस्थायें एवं क्षेत्रीय संगठन

इकाई– 12–संयुक्त राष्ट्र, आई0बी0आर0डी0, अंतर्राष्ट्रीय मुद्रा कोष एवं विश्व व्यापार संगठन

इकाई– 13–क्षेत्रीय संगठन : यूरोपीय समुदाय, आसियान, एपेक, सार्क (दक्षेस), ओ.आई.सी. तथा ओ.ए.यू

खण्ड 07–विकास संबंधी मुद्दे

इकाई– 14–पर्यावरण, नारी अधिकार आंदोलन, मानव अधिकार एवं अंतर्राष्ट्रीय राजनीति

इकाई– 15–अंतर्राष्ट्रीय आतंकवाद

ईकाई– 16–संचार प्रौद्योगिकी में क्रान्ति

UGPS-104
आधुनिक भारतीय राजनीतिक चिंतन
खण्ड 01–सामाजिक और राजनीतिक चिन्तन की पृष्ठभूमि

इकाई– 01–आधुनिक भारतीय राजनीतिक चिंतन : विषय, दृष्टिकोण एवं विशेषताएं

इकाई– 02– राजनैतिक, सामाजिक एवं धार्मिक सुधार

खण्ड 02–आरंभिक उदारवाद

इकाई– 03– राजाराम मोहनराय

इकाई– 04– जी.के. गोखले

खण्ड 03– राष्ट्रवाद

इकाई– 05– विवेकानन्द

इकाई– 06–बालगंगाधर तिलक

खण्ड 04–उपनिवेशवाद, जाति व्यवस्था और आदिवासी समाज

इकाई– 07– बी.आर. अम्बेडकर

इकाई– 08–भारत में उपनिवेश विरोधी आदिवासी आंदोलन

खण्ड 05–आधुनिक भारत में राजनीति और धर्म : एक परिचय

इकाई– 09– दयानंद सरस्वती

इकाई– 10– सैयद अहमद खान एवं मोहम्मद इकबाल

खण्ड 06–गाँधीवाद एवं मानवतावाद

इकाई– 11–गाँधी

इकाई– 12–एम. एन. रॉय

खण्ड 07– समाजवाद

इकाई– 13–जवाहरलाल नेहरू

इकाई– 14–जयप्रकाश नारायण और राममनोहर लोहिया

B Ed E-10: Gender, School and Society

Course Outcomes:

After completion of this course the learner will be able –

CO1: To understand familiarity with key concepts related gender issue.

CO2: To know about policies, plans and schemes of the government for addressing all forms of disparities and inequalities existing in the society

CO3: To understand gender issues in curriculum, school and society.

CO4: To explain gender based violence in society and evolve strategies for addressing it.

CO5: To promoting the gender equity in society.

Block	Unit	Title of the Unit
1 **Gender: Concepts and Issues**	1	Concepts of Gender, Sex and Sexuality, Types of Gender
	2	Equity and Equality in Education with Respect to Gender
	3	Gender Bias: Concept, Factors and Remedies for Removing Gender Bias
2 **Gender Studies: Paradigm Shift**	4	Historical Perspective of Gender Studies
	5	Theories of Gender Studies
	6	Factors Influencing Paradigm Shift in Gender Studies
3 **Gender, Power and Education**	7	Gender Identities and Social Practices
	8	Inequalities in Education of Girls
	9	Legal Right for Women
4 **Gender Issues in Curriculum**	10	Gender Disparities in Curriculum
	11	Gender Equality in School: Need and strategies
	12	Committees and Commissions on Women Education
5 **Woman Empowerment**	13	Concept, Strategies and Issues of Women Empowerment
	14	Current Social Structure and Girls Education
	15	Role of Education and Society in Woman Empowerment

B. Ed. SE-106: Gender and Disability

Course Outcomes:

After completion of this course the learner will be able –

CO1: To develop an understanding of human rights based approach in context of disability.

CO2: To explain the impact of gender on disability.

CO3: To describe the personal and demographic perspectives of gender and disability.

CO4: To analyze the issues related to disabled women and girl children.

Block	Unit	Title of the Unit
1 **Human Rights- based Approach & Disability**	1	Human Rights-based Approach: Concept, History, Principles and Advantages
	2	Elements of Human Rights System: Legal Framework, Institutions Development Policies & Programmes, Public Awareness, Civil Society
	3	Implications for Disability : (i) Empowerment (ii) Enforceability (iii) Indivisibility (iv) Participation
2 **Gender and Disability**	4	Gendered Experience of Disability
	5	Gender and Disability Analysis: Techniques and Strategies
	6	Psyche and Gender: Implications for Teaching
3 **Woman and Girl Child with Disability**	7	Inclusive Equality
	8	Teacher's role in promoting Gender Equality
	9	Gender Critique of Legislation, government policy and schemes

पर्यावरण एवं संधृत विकास में स्नातकोत्तर डिप्लोमा (पी.जी.डी.–ई.एस.डी.)
Post Graduate Diploma in Environment and Sustainable Development (PGD-ESD)

कार्यक्रम कोड / Programme Code : 212

कार्यक्रम माध्यम / Medium of Instruction : अंग्रेजी / English

प्रवेश हेतु न्यूनतम अर्हता / Minimum Qualification for Admission : स्नातक 3 वर्षीय / Three Year Bachelor degree

कार्यक्रम अवधि (वर्षों में) Programme Duration (in yrs.) : न्यूनतम : 1 अधिकतम : 3 / Minimum : 1 Maximum : 3

कार्यक्रम शुल्क / Programme Fee : 7200/-

अधिन्यास कार्य / Assignment Work : लागू नहीं / NA

पाठ्यक्रम कोड एवं विवरण /Course Code and Details

Year	Paper No.	Course Code	Title of the Course	Credits
One Year Course	522	PGD-ESD-01	Integrated Environment Management : Rural and Urban	8
	523	PGD-ESD-02	Towards a Participatory Management	8
	524	PGD-ESD-03	Agriculture and Environment	8
	525	PGD-ESD-04	Understanding of the Environment	8
	526	PGD-ESD-05	Globalization and Environment	8
	527	PGD-ESD-06	Sustainable Development : Issues and Challenges	8
	(Select any one out of the following)			
	528	PGD-ESD-07	Energy and Environment	8
	529	PGD-ESD-08	Natural Resources Management: Physical and Biotic	8
	530	PGD-ESD-09	Environment and Development	8
Total Credits				56

ग्रीन सोशल वर्क में स्नातकोत्तर डिप्लोमा (पी.जी.डी.जी.एस.डब्ल्यू.)
Post Graduate Diploma in Green Social Work (PGDGSW)

कार्यक्रम कोड / Programme Code	: 977	कार्यक्रम अवधि (वर्षों में) Programme Duration (in yrs.)	:	न्यूनतम Minimum	: 1	अधिकतम Maximum	: 3
कार्यक्रम माध्यम / Medium of Instruction	: हिन्दी / Hindi	कार्यक्रम शुल्क / Programme Fee	: 4200/-				
प्रवेश हेतु न्यूनतम अर्हता / Minimum Qualification for Admission	: स्नातक / Bachelor Degree	अधिन्यास कार्य / Assignment Work	: लागू नहीं / NA				

पाठ्यक्रम कोड एवं विवरण /Course Code and Details

Year	Paper No.	Course Code	Title of the Course/ पाठ्यक्रम का शीर्षक	Credits
One Year Course	6106	PGDGSW-01	ग्रीन सोशल वर्क की अवधारणा	8
	6107	PGDGSW-02	ग्रीन सोशल वर्क एवं पर्यावरण	8
	6108	PGDGSW-03	ग्रीन सोशल वर्क एवं सामुदायिक संगठन	8
	6109	PGDGSW-04	ग्रीन सोशल वर्क एवं संवैधानिक प्रावधान	8
Total Credits				32

114

उत्तर प्रदेश राजर्षि टण्डन मुक्त
विश्वविद्यालय, इलाहाबाद

CHEQ
पर्यावरण अध्ययन

AECEA

खण्ड

01

पर्यावरण और पारिस्थितिकी

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2

प्राकृतिक संसाधन : उपयोग एवं संरक्षण

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3

प्राकृतिक आपदा, पर्यावरण प्रदूषण एवं प्रबन्धन

उत्तर प्रदेश राजर्षि टण्डन मुक्त
विश्वविद्यालय, इलाहाबाद

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जनसंख्या एवं पर्यावरण

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5

पर्यावरण के सामाजिक-आर्थिक संदर्भ

Certificates in Environmental Studies (CES)

कार्यक्रम कोड / Programme Code : 410

कार्यक्रम माध्यम / Medium of Instruction : English

प्रवेश हेतु न्यूनतम अर्हता / Minimum Qualification for Admission : 10+2

कार्यक्रम अवधि (वर्षों में) Programme Duration (in Yrs.) : न्यूनतम : ½ अधिकतम : 2 Minimum : ½ Maximum : 2

कार्यक्रम शुल्क / Programme Fee : 4700/-

अधिन्यास कार्य / Assignment Work : लागू नहीं / NA

पाठ्यक्रम कोड एवं विवरण

Paper No.	Course code	Title of the Course /पाठ्यक्रम का शीर्षक	Credits
508	CES01	Ecology, Environment and Tourism	8
509	CES02	Human Environment	8
25038	CES03	Solid Waste Management	8
Total Credits			24

MAED-01/MAED-109N

Programme: Master of Art in Education	Year: Second	Semester: III
Subject: Education		
Course Code: MAED-109N	Course Title: Philosophical and Sociological Perspectives of Education	

Course Objectives:
Provide the knowledge and understanding about Philosophical and Sociological Base of Education, Major Schools of Philosophy of Education and Educational Problems from Philosophical Point of View.

Course Outcomes:
After completion of this course the learner will be able –
CO-1: To understand the Philosophical and Sociological foundation of education.
CO-2: To explain the Indian Philosophy of Education as well as Western Philosophy of Education.
CO-3: To discuss various educational problems in philosophical perspective.
CO-4: To describe relationship between education and religion and education and democracy.
CO-5: To argue in various concepts like educational values, discipline and freedom, education and nationalism,
      education and internationalism, science in education etc.

Credits: 04	Type of Course: Core
Max. Marks: 100	Min. Passing Marks: 36

Block 1	Philosophical Base of Education
Unit 1	Nature and Scope of Philosophy
Unit 2	Concept and Work of Education
Unit 3	Correlation Between Education and Philosophy
Unit 4	Nature and Need of Educational Philosophy
Block 2	Major Schools of Philosophy of Education
Unit 5	Naturalism
Unit 6	Idealism
Unit 7	Pragmatism
Unit 8	Realism and Existentialism
Block 3	Educational Problems from Philosophical Point of View
Unit 9	Religion and Education
Unit 10	Democracy and Education
Unit 11	Educational Value
Unit 12	Discipline and Freedom
Block 4	Sociological Base of Education
Unit 13	Education and Society
Unit 14	Education and Nationality
Unit 15	Education and Internationality
Unit 16	Science in Education
	Suggested Readings: The Self-Learning Materials (SLM) with suggested readings will be provided by the Universtiy after the admission. **Suggested online courses (MOOCs)**
	This course can be opted as an elective by the students of following subjects:
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.

MAED-06/MAED-108N

Programme: Master of Art in Education	Year: First	Semester: II
Subject: Education		
Course Code: MAED-108N	**Course Title:** Contemporary Issues of Education	
Course Objectives: Provide the knowledge and understanding about Contemporary Issues of Education.		
Course Outcomes: After completion of this course the learner will be able – CO-1: To understand the process of curriculum development. CO-2: To discuss about the quality enhancement in education. CO-3: To explain the contemporary trends in education like liberalization, privatization, globalization etc. CO-4: To understand the various contemporary educational concepts like vocational education, teacher education, special education, value education, health education, population education, environmental education and peace education etc. CO-5: To use the ICT in education.		
Credits: 04	**Type of Course:** Core	
Max. Marks: 100	**Min. Passing Marks:** 36	
Block 1	**Issues to Consider**	
Unit 1	Universalization of Primary Education	
Unit 2	Curriculum Development	
Unit 3	Use of Information and Communication Technology	
Unit 4	Quality Enhancement	
Block 2	**Educational Trends**	
Unit 5	Role of Non-Government Organizations (NGO^s)	
Unit 6	Human Right	
Unit 7	Globalization	
Unit 8	Privatization	
Block 3	**Contemporary Educational Concepts-I**	
Unit 9	Vocational Education	
Unit 10	Teacher Education	
Unit 11	Special Education	
Unit 12	Value Education	
Block 4	**Contemporary Educational Concepts-II**	
Unit 13	Health Education	
Unit 14	Population Education	
Unit 15	Environment Education	
Unit 16	Peace Education	
	Suggested Readings: The Self-Learning Materials (SLM) with suggested readings will be provided by the Universtiy after the admission. **Suggested online courses (MOOCs)**	
	This course can be opted as an elective by the students of following subjects:	
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.	

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Ethics, Integrity, and Aptitude

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Introduction to Political Theory and Institution-I ¼jktuhfrd fl)kUr vkSj laLFkkvksa dk ifjp;&1½

Format of Syllabus for UGPS: Subject: POLITICAL SCIENCE

Course prerequisites: 10+2		
Programme: UGPS	Year: 03 yrs	Semester: 06 semester
Course Objectives:		
Course Objectives: To introduce and induct the students in the domain of the discipline. To familiarize them with certain concepts, which constitute the building blocks of the discipline of Political Science. These concepts & norms are not only central to the understanding of our political world, but also help the political societies in designing constitutional & policy framework to realize better conditions of human & social life.		
Course Outcomes:		
After completing the course, the students will be able to: Develop a general understanding of Political Science as a distinct subject of study & its inter-disciplinary character as well. Discuss the core concepts & norms in which the constitutional principles & structures of governance are cast across different political societies. Learn to evaluate the working of governments by applying the universal norms around which the political life of distinct communities is organized.		
Credits: 120	Type of Course: Core/Elective	
Category of Course (Please mention category of course; It may have more than one option)	Awareness/ life skills / soft skills/ value- added /employability/ entrepreneurship/ skill development/MOOCs or OER	
Max. Marks: 100	Min. Passing Marks: 36	
(Syllabi should be framed block wise/unit wise; No of blocks and units may change)		

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Suggested Text Book Readings:
1. O.P.Gauba, an Introduction to Political Theory, Macmillan, (latest edition).
2. Rajeev Bhargava & A.Acharya,Political Theory,Pearson Longman,2008
3. Andrew Heywood, Political Theory Palgrave Macmillan,(latest edition)
4. Amal Ray and Bhattacharya,PoliticalTheory
5. A.Leftwich,what is Politics:The Activity & its Study, Polity,2004
This course can be opted as an elective by the students of following subjects:
Suggested equivalent online courses (MOOCs) for credit transfer:
Electronic media and other digital components in the curriculum:
Choose any one or more than: (Electronic Media: Audio/Video Lectures, Online Counseling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/ Video Conferencing/Radio

broadcast/Web Conferencing/ Other electronic anddigital contents)	
Name of electronic media	Year of incorporation

Note: School may revise list of electronic media and other digital components in thecurriculum time to time and shall be updated in website also.

UGPS-102 (N)

Indian Government and Politics-I ¼Hkkjrh; 'kklu ,oa jktuhfr&1½

Format of Syllabus for UGPS: Subject: POLITICAL SCIENCE

Course prerequisites: 10+2		
Programme: UGPS	Year: 03 yrs	Semester: 06 semester
Course Objectives: Introduces students to the fundamental objectives & features of the Constitution of India. The students become aware of the parliamentary & federal framework of government in India. They develop consciousness about their constitutional guaranteed rights.		
Course Outcomes: After completing the course, the students will be able to: Understand & discuss the basic philosophy of the Indian Constitution. Analyze salient features of the Indian Constitution. Comprehend & asses how the different principles have been harmoniously synthesized in our Constitution. Know how their dignity & autonomy are safeguarded by the Constitution. Develop Rights-Centric Approach in public life. Evaluate the working of the government in the light of constitutional norms of governance.		
Credits: 120	Type of Course: Core/Elective	
Category of Course (Please mention category of course; It may have more than one option)	Awareness/ life skills / soft skills/ value- added / employability/ entrepreneurship/ skill development/MOOCs or OER	
Max. Marks: 100	Min. Passing Marks: 36	
(Syllabi should be framed block wise/unit wise; No of blocks and units may change)		

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Suggested Text Book Readings: 1. D.D.Basu, Introduction to the Constitution of India,PHI (LatestEdition) 2. P.M.Bakhi,Constitution of India,Universal LawPub.(LatestEdition) 3. HoyedaAbbas,RanjayKumarandMd.AftabAlam, IndianGovernmentandPolitics,Pearson, Delhi,2011. 4. B.L.Fadia,IndianGovernmentandPolitics,(LatestEdition) 5. SubhashKashyap,Our Constitution,NationalBookTrust(LatestEdition)
This course can be opted as an elective by the students of following subjects:
Suggested equivalent online courses (MOOCs) for credit transfer:
Electronic media and other digital components in the curriculum: Choose any one or more than: (Electronic Media: Audio/Video Lectures, Online Counseling/Virtual

Classes/E-Contents/e-SLM/OER/supplementary links for reference/ Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic anddigital contents)	
Name of electronic media	Year of incorporation

Note: School may revise list of electronic media and other digital components in thecurriculum time to time and shall be updated in website also.

Format of Syllabus for UGPS: Subject: POLITICAL SCIENCE

Course prerequisites: 10+2		
Programme: UGPS	Year: 03 yrs	Semester: 06 semester
Course Objectives: IR is a vibrant field of significant growth and change. This course guides students through the complexities of the major theories of IR and the debates that surround them and key conceptual issues and challenges.		
Course Outcomes: After successfully completing this course, students shall have proficiency in the major theoretical traditions of IR, effective exertion of IR conceptions and demonstrate critical thinking, analytical reasoning and writings and research skills.		
Credits: 120	Type of Course: Core/Elective	
Category of Course (Please mention categoryof course; It may have more than one option)	Awareness/ life skills / soft skills/ value- added /employability/entrepreneurship/ skill development/MOOCs or OER	
Max. Marks: 100	Min. Passing Marks: 36	
(Syllabi should be framed block wise/unit wise; No of blocks and units may change)		

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Suggested Text Book Readings: 1.Robert Jackson and George Sorensen, Introduction to International Relations 2. Karl W. Deutsch, The Analysis of International Relations 3. Prakash Chandra: International Politics 4. UR Ghai, International Politics 5. Mahendra Kumar, International Politics	
This course can be opted as an elective by the students of following subjects:	
Suggested equivalent online courses (MOOCs) for credit transfer:	
Electronic media and other digital components in the curriculum: Choose any one or more than: (Electronic Media: Audio/Video Lectures, Online Counseling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/ Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic anddigital contents)	
Name of electronic media	Year of incorporation

Note: School may revise list of electronic media and other digital components in thecurriculum time to time and shall be updated in website also.
POL_SC_UGPS_NEP_20

Modern Indian Political Thought-I ¼vk/kqfud Hkkjrh; jktuhfrd fpUru&1½

Format of Syllabus for UGPS: Subject: POLITICAL SCIENCE

Course prerequisites: 10+2		
Programme: UGPS	Year: 03 yrs	Semester: 06 semester

Course Objectives:
1- Analysing the nationalist thought of Raja Rammohun Roy.
2- Assessing the nationalist thought of Bankim, Vivekananda and Tagore.
3- Discussing the nationalism of Gandhi, M. N. Roy, Narendra Deva and Syed Ahmed Khan.
4- Tracing the Bengal Partition and the Swadeshi movement.
5- Analysing the Gandhian Movements such as the Khilafat, Non Cooperation, Civil Disobedience movements and Describing the movements against caste and untouchability, Ambedkar's views on Social Justice and the depressed classes.

Course Outcomes:
Indian Political Thought is introduced to the students in their final semester. It deals with the writings and thoughts articulated by Indian thinkers from the modern period. The course will also enable the student to understand the emergence and articulation of socio-political issues such as statecraft, nationalism, socialism, satyagraha, swadeshi etc. from an Indian perspective through the works of Manu, Raja Rammohan Roy, Swami Vivekanand, Gandhi, Ambedkar, Nehru, Tilak, Gokhale and others.

Credits: 120	Type of Course: Core/Elective
Category of Course (Please mention category of course; It may have more than one option)	Awareness/ life skills / soft skills/ value- added / employability/entrepreneurship/skill development/ MOOCs or OER
Max. Marks: 100	Min. Passing Marks: 36

(Syllabi should be framed block wise/unit wise; No of blocks and units may change)

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bdkbZ& 14&Hkkjr esa mifuos"k fojks/kh vkfnoklh vkanksyu

Suggested Text Book Readings:
1. Modern Indian Political Thoughts, Suman Mohapatra
2. Bhartiya Rajnitik Vicharak by R K D. Sharma, Savita Sharma, Rawat Publication
3. Adhunik Bhartitya Rajnitik Chintan - V.P. Verma, Laxmi Narayn Agarwal
4. . Adhunik Bhartitya Rajnitik Chintan by Dr. Vishwanath Prasad Verma
5. O.P. Gauba, An introduction to political Theory, Macmillan 2001 New Delhi.

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Suggested equivalent online courses (MOOCs) for credit transfer:

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Name of electronic media	Year of incorporation

Note: School may revise list of electronic media and other digital components in thecurriculum time to time and shall be updated in website also.

Introduction to Political Theory and Institution-II ¼jktuhfrd fl)kUr vkSj laLFkkvksa dk ifjp;&II½

Format of Syllabus for UGPS: Subject: POLITICAL SCIENCE

Course prerequisites: 10+2		
Programme: UGPS	Year: 03 yrs	Semester: 06 semester
Course Objectives:		
Course Objectives: To introduce and induct the students in the domain of the discipline. To familiarize them with certain concepts, which constitute the building blocks of the discipline of Political Science. These concepts & norms are not only central to the understanding of our political world, but also help the political societies in designing constitutional & policy framework to realize better conditions of human & social life.		
Course Outcomes:		
After completing the course, the students will be able to: Develop a general understanding of Political Science as a distinct subject of study & its inter-disciplinary character as well. Discuss the core concepts & norms in which the constitutional principles & structures of governance are cast across different political societies. Learn to evaluate the working of governments by applying the universal norms around which the political life of distinct communities is organized.		
Credits: 120		Type of Course: Core/Elective
Category of Course (Please mention categoryof course; It may have more than one option)		Awareness/ life skills / soft skills/ value- added /employability/ entrepreneurship/ skill development/MOOCs or OER
Max. Marks: 100		Min. Passing Marks: 36

(Syllabi should be framed block wise/unit wise; No of blocks and units may change)

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Suggested Text Book Readings:
1. O.P.Gauba, an Introduction to Political Theory, Macmillan, (latest edition).
2. Rajeev Bhargava & A.Acharya,Political Theory,Pearson Longman,2008
3. Andrew Heywood, Political Theory Palgrave Macmillan,(latest edition)
4. Amal Ray and Bhattacharya,PoliticalTheory
5. A.Leftwich,what is Politics:The Activity & its Study, Polity,2004
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Name of electronic media	Year of incorporation

Note: School may revise list of electronic media and other digital components in thecurriculum time to time and shall be updated in website also.

Indian Government and Politics-II ¼Hkkjr esa ljdkj vkSj jktuhfr&II½

Format of Syllabus for UGPS: Subject: POLITICAL SCIENCE

Course prerequisites: 10+2		
Programme: UGPS	Year: 03 yrs	Semester: 06 semester
Course Objectives: Introduces students to the fundamental objectives & features of the Constitution of India. The students become aware of the parliamentary & federal framework of government in India. They develop consciousness about their constitutional guaranteed rights.		
Course Outcomes: After completing the course, the students will be able to: Understand & discuss the basic philosophy of the Indian Constitution. Analyze salient features of the Indian Constitution. Comprehend & asses how the different principles have been harmoniously synthesized in our Constitution. Know how their dignity & autonomy are safeguarded by the Constitution. Develop Rights-Centric Approach in public life. Evaluate the working of the government in the light of constitutional norms of governance.		
Credits: 120	Type of Course: Core/Elective	
Category of Course (Please mention categoryof course; It may have more than one option)	Awareness/ life skills / soft skills/ value- added / employability/ entrepreneurship/ skill development/MOOCs or OER	
Max. Marks: 100	Min. Passing Marks: 36	
(Syllabi should be framed block wise/unit wise; No of blocks and units may change)		

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Suggested Text Book Readings: 1. D.D.Basu,IntroductiontotheConstitutionofIndia,PHI(LatestEdition) 2. P.M.Bakhi,ConstitutionofIndia,UniversalLawPub.(LatestEdition) 3. HoyedaAbbas,RanjayKumarandMd.AftabAlam, IndianGovernmentandPolitics,Pearson, Delhi,2011. 4. B.L.Fadia,IndianGovernmentandPolitics,(LatestEdition) 5. SubhashKashyap,OurConstitution,NationalBookTrust(LatestEdition)
This course can be opted as an elective by the students of following subjects:
Suggested equivalent online courses (MOOCs) for credit transfer:
Electronic media and other digital components in the curriculum: Choose any one or more than: (Electronic Media: Audio/Video Lectures, Online Counseling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/ Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic anddigital contents)

Name of electronic media	Year of incorporation

Note: School may revise list of electronic media and other digital components in thecurriculum time to time and shall be updated in website also.

DCCPS-103 (N)
International Relation-II ¼vUrjkZ"Vªh; IEcU/k&II½

Format of Syllabus for UGPS: Subject: POLITICAL SCIENCE

Course prerequisites: 10+2		
Programme: UGPS	Year: 03 yrs	Semester: 06 semester
Course Objectives: IR is a vibrant field of significant growth and change. This course guides students through the complexities of the major theories of IR and the debates that surround them and key conceptual issues and challenges.		
Course Outcomes: After successfully completing this course, students shall have proficiency in the major theoretical traditions of IR, effective exertion of IR conceptions and demonstrate critical thinking, analytical reasoning and writings and research skills.		
Credits: 120	Type of Course: Core/Elective	
Category of Course (Please mention categoryof course; It may have more than one option)	Awareness/ life skills / soft skills/ value- added /employability/entrepreneurship/ skill development/MOOCs or OER	
Max. Marks: 100	Min. Passing Marks: 36	
(Syllabi should be framed block wise/unit wise; No of blocks and units may change)		
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Suggested Text Book Readings: 1.Robert Jackson and George Sorensen, Introduction to International Relations 2. Karl W. Deutsch, The Analysis of International Relations 3. Prakash Chandra: International Politics 4. UR Ghai, International Politics 5. Mahendra Kumar, International Politics		
This course can be opted as an elective by the students of following subjects:		
Suggested equivalent online courses (MOOCs) for credit transfer:		
Electronic media and other digital components in the curriculum: Choose any one or more than: (Electronic Media: Audio/Video Lectures, Online Counseling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/ Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic anddigital contents)		
Name of electronic media	Year of incorporation	

Note: School may revise list of electronic media and other digital components in thecurriculum time to time and shall be updated in website also.

Modern Indian Political Thought-II ¼vk/kqfud Hkkjrh; jktuhfrd fpUru&II½

Format of Syllabus for UGPS: Subject: POLITICAL SCIENCE

Course prerequisites: 10+2		
Programme: UGPS	Year: 03 yrs	Semester: 06 semester

Course Objectives:

1- Analysing the nationalist thought of Raja Rammohun Roy.

2- Assessing the nationalist thought of Bankim, Vivekananda and Tagore.

3- Discussing the nationalism of Gandhi, M. N. Roy, Narendra Deva and Syed Ahmed Khan.

4- Tracing the Bengal Partition and the Swadeshi movement.

5- Analysing the Gandhian Movements such as the Khilafat, Non Cooperation, Civil Disobedience movements and Describing the movements against caste and untouchability, Ambedkar's views on Social Justice and the depressed classes.

Course Outcomes:

Indian Political Thought is introduced to the students in their final semester. It deals with the writings and thoughts articulated by Indian thinkers from the modern period. The course will also enable the student to understand the emergence and articulation of socio-political issues such as statecraft, nationalism, socialism, satyagraha, swadeshi etc. from an Indian perspective through the works of Manu, Raja Rammohan Roy, Swami Vivekanand, Gandhi, Ambedkar, Nehru, Tilak, Gokhale and others.

Credits: 120	Type of Course: Core/Elective
Category of Course (Please mention category of course; It may have more than one option)	Awareness/ life skills / soft skills/ value- added / employability/entrepreneurship/skill development/ MOOCs or OER
Max. Marks: 100	Min. Passing Marks: 36

(Syllabi should be framed block wise/unit wise; No of blocks and units may change)

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Suggested Text Book Readings:

1. Modern Indian Political Thoughts, Suman Mohapatra

2. Bhartiya Rajnitik Vicharak by R K D. Sharma, Savita Sharma, Rawat Publication

3. Adhunik Bhartitya Rajnitik Chintan - V.P. Verma, Laxmi Narayn Agarwal

4. . Adhunik Bhartitya Rajnitik Chintan by Dr. Vishwanath Prasad Verma

5. O.P. Gauba, An introduction to political Theory, Macmillan 2001 New Delhi.

This course can be opted as an elective by the students of following subjects:

Suggested equivalent online courses (MOOCs) for credit transfer:

Electronic media and other digital components in the curriculum:

Choose any one or more than: (Electronic Media: Audio/Video Lectures, Online Counseling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/ Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic anddigital contents)

Name of electronic media	Year of incorporation

Note: School may revise list of electronic media and other digital components in thecurriculum time to time and shall be updated in website also.

U.P. Rajarshi Tandon Open University, Prayagraj
Proposed Course Structure of P.G. Programme
Subject: <u>Sociology</u>
(MASY)

Year	Semester	Paper Code	Title of Paper	Credits	Assignment Marks	Terminal Marks	Total Marks
First Year	**First Semester**	MASY -101(N)	Hkkjrh; lkekftd fopkj/kkjk Indian Social Thought	4	30	70	100
		MASY -102(N)	ik'pkR; lkekftd fopkj/kkjk Western Social Thought	4	30	70	100
		MASY -103(N)	lkekftd vuqla/kku ,oa lkaf[;dh Social research and Statistic	4	30	70	100
		MASY -104(N)	Hkkjrh; lekt fujUrjrk ,oa ifjorZu Indian Society continuity and change	4	30	70	100
		MASY -105(N)	**Research Methodology**	4	--------------------------		100
		Credit of First Semester		**20**			
	Second Semester	MASY -106(N)	fodkl dk lekt'kkL= Development of Sociology	4	30	70	100
		MASY -107(N)	lkekftd fu;kstu ,oa fodkl % Hkkjrh; ifjis{; Social Planning and development : Indian Perspective	4	30	70	100
		MASY -108(N)	mPprj lekt'kkL=h; fl)kUr Advance Sociological Theory	4	30	70	100
		MASY -109(N)	Hkkjr esa xzkeh.k lekt Rural society in India	4	30	70	100
		MASY -110(N)	**Dissertation**	4	--------------------------		100
		Credit of Second Semester		**20**			
Second Year	**Third Semester**	MASY -111(N)	Hkkjr esa uxjh; lekt Urban society in India	4	30	70	100
		MASY - 112(N)	vijk/k'kkL= ,oa n.M'kkL= Criminology and Penology	4	30	70	100
		MASY -113(N)	jktuhfrd lekt"kkL= Political Sociology	4	30	70	100
		MASY -114(N)	lkekftd tuukafddh Social Demography	4	30	70	100
		MASY -115(N)	**Dissertation**	4	--------------------		100
		Credit of Third Semester		**20**			
	Fourth Semester	MASY - 116(N)	Basic Sociological Concepts समाजशास्त्र की मूलभूत अवधारणाएं	4	30	70	100
		MASY - 117(N)	Sociology in India भारत में समाजशास्त्र	4	30	70	100
		MASY -118(N)	Sociology of Education शिक्षा का समाजशास्त्र	4	30	70	100
		MASY - 119(N)	Sociology of Culture and Religious Life संस्कृति का समाजशास्त्र एवं धार्मिक जीवन	4	30	70	100
		MASY - 120(N)	**Viva-Voce**	4	--------------------------		100

Year	Semester	Paper Code	Title of Paper	Credits	Assignment Marks	Terminal Marks	Total Marks
		Credit of Fourth Semester		**20**			
		Total Credis =40+40=80 (Year 1+2)		**80**			
		Total Marks = 1000+1000=2000 (Year 1+2)				**2000**	

Programme: **M.A.**	Year: **First**	Semester: **First**

Subject: **Sociology**

Course Code: **MASY-101(N)**	**Course Title: Indian Social Thought**

Course Objectives::-

- Graduates will have an ability to demonstrate knowledge of core sociological concepts and demonstrate knowledge of how to use theory to conceptualize a sociological problem.
- Graduates will have an ability apply sociological knowledge to Sociological background of Sociological thinking in India .
- Graduates will be able to integrate sociological theory, Familiar with Indian Sociology and Neo-Sociology discourse.

Course Outcomes:
- To familiarise the students with the emergence and growth of sociology in India.
- The contributions made by various sociologists to the understanding of different   aspectsof Indian   social institutions and social processes.
- Familiar with Indian Sociology and Neo-Sociology discourse.
- The Student will know about the thoughts of Manu, Kautilya and Shri Arvind,Familiar with the thoughts of Mahatma Gandhi .

Credits: **4**	Type of Course: **Core**

Max. Marks: **100**	Min. Passing Marks: **36**

(Syllabi should be framed block wise/unit wise)

Unit -1	Sociological background of Sociological thinking in India
Unit-2	Ideological background of Sociological thinking and development in India
Unit -3	Founder of Sociology in India
Unit -4	Sociological analysis approach in India
Unit-5	Central and Regional Issues of Sociology in India
Unit -6	Indian Sociology and Neo-Sociology discourse
Unit-7	Manu and Manu smiriti: Contemporary Sceanario
Unit-8	Social thought of Manu
Unit-9	Political thought of Manu
Unit-10	Behavioural related thought of Manu
Unit -11	Kautilya Arthashastra Evam Char Vidhayein
Unit -12	State related thought of Kautilya
Unit -13	Administrative and External Policy of Kautilya

Unit -14	Shri Arvind Ghosh: Introduction,Works and Main thought
Unit -15	Yoga
Unit -16	Process of Human development.
Unit -17	Deciding factor of Social development: Culture and Ethics
Unit -18	Deciding factor of Social development: Education and Religion
Unit -19	Nationality and Human unity
Unit -20	Spiritual Philosophy of Gandhi Jee
Unit -21	Social thoughts of Gandhi Jee
Unit -22	Economic thoughts of Gandhi Jee
Unit -23	Political Philosophy of Gandhi Jee
This course can be opted as an elective by the students of following subjects:-N.A.	
Suggested equivalent online courses (MOOCs) for credit transfer:N.A	
Electronic media and other digital components in the curriculum: **Choose any one or more than:** (Electronic Media: Audio/Video Lectures, Online Counseling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/Video Conferencing/Radio broadcast/Web Conferencing/Other electronic anddigital contents)	

Programme: **M.A.**		Year: **First**	Semester: **First**
Subject: **Sociology**			
Course Code: **MASY-102(N)**	**Course Title: Western Social Thought**		

Course Objectives::-

- Graduates will have an ability to demonstrate knowledge of core sociological concepts and growth of Sociology in Western.
- Graduates will have an ability apply sociological knowledge to new problem/social issues and develop the knowledge, skills, and attitudes necessary to be engaged members of the community.
- Graduates will be able to integrate sociological theory, research and Positivism, Social Statitics and Social dynamics of August Comte.

Course Outcomes:
- To familiarise the students with the emergence and growth of sociology in Western.
- The Student will know about the concepts and thoughts of Herbert Spenser and Vilfred   Pareto.
- Familiar with the Concept, thoughts and Theories of Karl Marx, Durkhiem & Max Weber.

Credits: **4**		Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**	
(Syllabi should be framed block wise/unit wise)		

Unit -1	Social background of origin of Sociology
Unit -2	Intellectual background of origin of Sociology
Unit -3	August Comte: Introduction and Works
Unit -4	Classification of Science, Hierarchy and Triterian law of August Comte
Unit -5	Positivism, Social Statitics and Social dynamics of August Comte
Unit -6	Evolution related thought of Spencer
Unit-7	The Concept of logical and Non
Unit -8	Pareto's concept of residue derivation
Unit -9	Pareto's theory of Circulation of Elite
Unit-10	Dialectical Materalism
Unit-11	Historical Materalism

Programme: **M.A.**	Year: **First**	Semester: **First**

Subject: **Sociology**

Course Code: **MASY-103(N)**	Course Title: Social Research and Statistics

Course Objectives::-

- Graduates will have an ability to demonstrate knowledge of core sociological concepts and demonstrate knowledge of how to use theory to conceptualize a sociological problem.
- Graduates will have an ability apply sociological knowledge to new problem/social issues and develop the knowledge, skills, and attitudes necessary to be engaged members of the community.

Course Outcomes:
- To expose the learners to the fundamentals of research method, techniques so that they understand the nature of social reality concerns in social research.
- To provide the learners conceptual understanding of techniques of research methods along with the perspective or orientation (methodology) that governs research.
- Discribe the key concepts, constructs and statistical techniques.

Credits: **4**	Type of Course: **Core**

Max. Marks: **100**	Min. Passing Marks: **36**

(Syllabi should be framed block wise/unit wise)

Unit -1	Concept of Social Research
Unit -2	Nature of Social Research
Unit -3	Stages of Social Research
Unit -4	Difficulties in Social Research
Unit -5	Research design : An Introduction
Unit -6	Types of Research Design
Unit -7	Experimental Research Design
Unit -8	Logical base of Experimental Research Design
Unit -9	Valuable Instruction for Experimental Research Design
Unit -10	Observation
Unit -11	Interview
Unit -12	Schedule

Unit -13	Questionaire
Unit -14	Case study Method
Unit -15	Sampling
Unit -16	Types, Problem and remedy of Sampling
Unit -17	Scaling techniques
Unit -18	Sociometry
Unit -19	Statistics % An Introduction
Unit -20	Classification and Tabulation of Facts
Unit -21	Standered Mean, Median and Mode
Unit -22	Standered Deviation
Unit -23	Co-relation

Programme: **M.A.**		Year: **First**	Semester: **First**
Subject: **Sociology**			
Course Code: **MASY-104(N)**	**Course Title: Indian Society continuity and change**		

Course Objectives::-

- Graduates will have an ability to demonstrate knowledge of core sociological concepts and demonstrate knowledge of how to use theory to conceptualize a sociological problem.
- Graduates will have an ability apply sociological knowledge to new problem/social issues and develop the knowledge, skills, and attitudes necessary to be engaged members of the community.
- Graduates will be able to integrate sociological theory, Hindu marriage and related social legislation .

Course Outcomes:
- Familiar with the Philosophical base of Hindu Society.
- The contributions made by various sociologists to the understanding of different aspects of Indian social institutions(Varna, Jati and Class) and social processes.
- To provide the learners conceptual understanding of Indian Society : Continuity and Change.

Credits: **4**	Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**

(Syllabi should be framed block wise/unit wise)

Unit-1	Dharm and Purushatha
Unit -2	Varnashram vyastha aur Sanskar
Unit -3	Karma and theory of Rebirth
Unit -4	Hindutva ki Manyatayein and Unity in Diversity
Unit-5	Hindu marriage and related social legislation
Unit -6	Muslim,Christian, Tribal Marriage and Family
Unit -7	Joint family, structure,function and factors of change
Unit-8	Changes in Marriage and Family
Unit-9	Concept and origin of Varna
Unit-10	Concept of Caste ,origin ,function ,dysfunction and future
Unit-11	Concept of structure, Characterstics, Origin and development in India
Unit -12	Differentiate among Varna, Caste ,Sub Caste, Class and relation between Class and Caste
Unit -13	Impact of Islam and Receprocity

Unit -14	Impact of Chritianity and Receprocity
Unit-15	Reform related Religious movement and its Impact
Unit-16	Reform related Social movement and its Impact
Unit -17	Sanskritization ,Westernization and Institutional Change
Unit-18	Social Impact of Urbanization and Industrialization
Unit -19	Socio
Unit -20	Modernization of Indian Society: Tradition and Modernity

Programme: M.A.	Year: **1**	Semester: **1**

Subject: **Sociology**		

Course Code: **MASY-105N**	Course Title: **Research Methodology**

Course Objectives:

The objective is to inculcate in the students the spirit to scientific inquiry and critical thinking through methodological rigour and disciplined objectivity. It is designed specifically to prepare students for further exploration while working for Ph.D. degree formally or engaging with the society as informed citizenry.

Course Outcomes:

This course will enable students to engage in research work with better understanding of tools and techniques and better exposure to wider world of intellectual churning. It will equip them with cutting edge in tracking NET Examination where methodology occupies major share of compulsory part of syllabus.

Credits: **4**	Type of Course: Core/Elective
Category of Course (Please mention category of course; It may have more than one option)	Awareness/ life skills / soft skills/ value- added / employability/ entrepreneurship/ skill development/MOOCs or OER
Max. Marks: 100	Min. Passing Marks: 36

(Syllabi should be framed block wise/unit wise; No of blocks and units may change)

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Suggested Text Book Readings:
   Goode, William and Hatt, Methods in Social Research, 1952
   S Sarantakos, Social Research,1993, P. Sprdley, Participant Observation, 1980
   J Loffland and L H Loffland, Analyzing Social Setting, 1995

This course can be opted as an elective by the students of following subjects:

Suggested equivalent online courses (MOOCs) for credit transfer:

Electronic media and other digital components in the curriculum:
Choose any one or more than: (Electronic Media: Audio/Video Lectures, Online Counseling/Virtual Classes/E-Contents/e-SLM/OER/supplementary   links   for   reference/   Video   Conferencing/Radio broadcast/Web Conferencing/ Other electronic anddigital contents)

Name of electronic media	Year of incorporation

Note: School may revise list of electronic media and other digital components in thecurriculum time to time and shall be updated in website also

Programme: **M.A.**	Year: **First**	Semester: **Second**

Subject: **Sociology**	

Course Code: **MASY-106(N)**	Course Title: Development of Sociology

Course Objectives::-

- Graduates will have an ability to demonstrate knowledge of the processes of development.
- Graduates will have an ability apply sociological knowledge to new problem/social issues and develop the knowledge, skills, and attitudes necessary to be engaged members of the community.
- Graduates will be able to Familiar with the concept of Social Change and development.
-

Course Outcomes:
- To develop a sociological understanding of the processes of development.
- To formulate a socio-economic critique of these processes and delineate alternatives as evolved through experiences.
- In the context of globalisation, paradigm shift in development strategy, the-emergence of civil society actors as development practitioners, resurgence of the grass root assertion for development processes have been widely examined both from the view points of planner, practitioners and the people at large.

Credits: **4**	Type of Course: **Core**

Max. Marks: **100**	Min. Passing Marks: **36**

(Syllabi should be framed block wise/unit wise)

Unit -1	Social change, Evolution, Progress and development
Unit -2	Semi-development, development and Stable development
Unit -3	Theories of development
Unit -4	Model of development
Unit -5	Economic development (concept, pre-requisits and lavel)
Unit -6	Economic development and Social change(socio-cultral prevention of economic development and causal relationship)
Unit -7	Environmental and socio-cultural problems of Economic development and its consequences
Unit -8	Liberalization and Globalization (Concept and Economic consequences)
Unit -9	Urabanization and Industrialization

Unit -10	Westernization
Unit -11	Modenization and Post- Modernization
Unit -12	Modenization and development
Unit -13	Develop and developing Society
Unit -14	Relation between Develop and developing Society
Unit -15	Problem of developing Society
Unit -16	Tradition, Modernity and development
Unit &17	Education, Social change and development
Unit &18	Mass Communication and development
Unit &19	Mass Communication, Globalization and Liberalization
Unit &20	Education, Mass Communication,myth and reality of development

Programme: **M.A.**		Year: **First**	Semester: **Second**
Subject: **Sociology**			
Course Code: **MASY-107(N)**	**Course Title: Social Planning and development: Indian Perspective**		

Course Objectives::-

- Graduates will have an ability to demonstrate knowledge of core sociological Concept of Social Planning, Origin and development .
- Graduates will have an ability apply sociological knowledge to new Relation between Planning and development .
- Graduates will be able to Concept of Welfare State, Origin and development .

Course Outcomes:
- To develop a sociological understanding of Concept of Social Planning, Origin and development.
- To familiarise the students with the Policy Planning and development in India.
- To provide the learners conceptual Relation between Planning and development understanding of Concept of Welfare State, Origin and development.

Credits: **4**	Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**

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(Syllabi should be framed block wise/unit wise)

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Unit-1	Meaning and definition of Social Planning
Unit -2	Concept of Social Planning, Origin and development
Unit -3	Objectives of Social Planning
Unit -4	Types of Planning.
Unit -5	Sampoorna Planning
Unit -6	Democratic Planning
Unit -7	Socialist Planning Concept of Welfare State, Origin and development
Unit -8	Indian thought about Planning

Unit -9	
Unit -10	Scheduled tribe: Problems and Welfare schemes
Unit -11	Scheduled tribe, Other backward classes, General and Welfare schemes
Unit -12	Weakar Section, Women and child development :Problems and Welfare schemes
Unit -13	Community development Programme
Unit -14	Integrated Rural development Programme
Unit -15	Swarna Jayanti Gram swarojgar yojana
Unit -16	Sampoorna Gramin rojgar yojana
Unit -17	Meaning, Concept and types of Policy
Unit -18	Economic Policy of India Since Indpendence to present
Unit -19	Culture, Policy, Planning and development
Unit -20	Social Planning and quality of life.

Programme: **M.A.**		Year: **First**	Semester: **Second**
Subject: **Sociology**			
Course Code: **MASY-108(N)**	**Course Title: Advance Sociological Theory**		

Course Objectives::-

- Graduates will have an ability to demonstrate knowledge of Phenomenology, ethenomthedology, Sociology of knowledge,Modernism and Post- Modernism.
- Graduates will have an ability apply sociological knowledge , Concept of Sociological theory, Fact and Theory.
- Graduates will be able to integrate sociological theory Concept of Social Structure with special reference to S.F. Nadel and Parsons.

Course Outcomes:
- To acquaint the students with both the fundamental and advanced sociological concepts and theories by way of introducing sociological theories through basic concepts.
- To provide an interpretative and historical understanding of a concept or a theory but also to explain the relevance of the concept in daily life.
- To familiarise the students with the Symbolic Intractionism, Phenomenology, ethenomthedology, Sociology of knowledge,Modernism and Post- Modernism.

Credits: **4**	Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**

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(Syllabi should be framed block wise/unit wise)

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Unit -1	Concept of Sociological theory, Fact and Theory
Unit -2	Concept of Social Structure with special reference to S.F. Nadel and Parsons
Unit -3	Idea of Structuralism, Structural analysis of Levi-Strauss
Unit -4	Concept of Post- Structuralism, Differentiate between Structuralism and Post- Structuralism
Unit -5	Sociological Evaluation and relevance of Structuralism and Post- Structuralism
Unit -6	Concept of functionalism,Elements of Function
Unit -7	Malinosky and Redcliff Brown's Theory of functionalism

Unit -8	Merton's Theory of functionalism: Functions and dysfunction, Manifest and Latent Function and Functional Paradigm
Unit -9	Parsons Functionalism, Pattern Variable and AGIL Type
Unit -10	Critical evaluation of Merton and Parsons's Functionalism , Neo- Functionalism Thoughts of J. Alaxander
Unit -11	Sociological Concept of Conflict, Idea and form of Critical Theory
Unit -12	Historical perspective of Conflict theory, Idea of Karl Marx and Its Relevance
Unit -13	Functional aspect of Conflict related to Coaser
Unit -14	Form of Conflict in Industrial Society: Analysis of Dohrendarf
Unit -15	Idea of Conflict Theory: Thoughts of Horkhiemer and Haibermass
Unit -16	Meaning and definition of Symbolic Intractionism and Theory of G.H. Mead
Unit -17	Symbolic Intractionism with special reference to H. Blumer
Unit -18	Exchange Theory: Thoughts of George Homans and Peter M. Blau
Unit -19	Meaning ,definition and Nature of Phenomenology Thoughts Alfred Schultz Erwing Goffman
Unit -20	Ethenomethodology and Theory of H.Garfinkal
Unit -21	Concept of Sociology of knowledge, Critical aspect of Karl Pauper and Karl Manhiem's Theory
Unit -22	Forms and Idea of Post-Modernity
Unit -23	Critical analysis of Power and knowledge related thought of M. Focoult
Unit -24	Post-Modernity and Feminist Discourse
Unit -25	Anthony Giddens, Bourdieu and Jacques Derrida's Discourse On Post-Modernity.

Programme: **M.A.**		Year: **First**	Semester: **Second**
Subject: **Sociology**			
Course Code: **MASY-109(N)**	**Course Title: Rural Society in India**		

Course Objectives::-

- Graduates will have an ability to demonstrate knowledge of core sociological concepts and Chracterstics and forms of Indian Social Structure.
- Graduates will have an ability apply sociological knowledge to Process of Universalization and Localization in Rural Society .
- Graduates will be able to integrate sociological theory, Prominent Chracterstics of Peasant and Agrarian Society

Course Outcomes:
- To develop a sociological understanding of Concept of Rural Social Strucuture and Rural Social Institutions.
- To provide the learners conceptual understanding of Planned Change in Rural Society
- To familiarise the students with the Agrarian Movement and Globalization.

Credits: **4**		Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**	
(Syllabi should be framed block wise/unit wise)		

Unit -1	Chracterstics and forms of Indian Social Structure
Unit -2	Prominent Chracterstics of Peasant and Agrarian Society
Unit -3	Little and Great Tradition
Unit -4	Process of Universalization and Localization in Rural Society
Unit -5	Rural Social Strucuture and changed Modern Norms
Unit -6	Prominent Rural Institutions, Family ,Caste, Village Panchayat and Jajmani
Unit -7	Rural Power Structure,Dominant Caste and Rural Faction

Unit -8	Neo-Rural Elite, Caste and Castism
Unit -9	Rural Mobility and Changing Norms of Rural Leadership
Unit -10	Functional aspect of Religion in Rural Life and Modern Changes
Unit -11	Forces of Production and Agrarian Relation
Unit -12	Small Scale Industry, Type of land Ownership and Labour-Relation
Unit -13	Landless Labour,Rural Poverty and Fecundity and Reproduction
Unit -14	Various efforts of Land Reforms ,Agricultural legislation and Rural Social
Unit -15	Green Revolution
Unit -16	Planned Change: Definition and Nature
Unit -17	Panchayatiraj Vyastha and Rural Empowerment
Unit -18	Local administration : Myth and Reality
Unit -19	Various Programme of Rural development
Unit -20	Straties of Rural development
Unit -21	Prominent development movement in India
Unit -22	Impact of Globalization on Agriculture
Unit -23	Water management, Irrigation and Agriculture
Unit -24	Impact of mass communication and city on Rural Life
Unit -25	Rural- Urban Continum

Programme: **M.A.**	Year: **First**	Semester: **Second**
Subject: **Sociology**		

Course Code: **MASY-110(N)**	Course **Title: Dissertation**

Course Objectives:

- ➢ Dissertations are an important segment of concerned subject.
- ➢ Learners will have to select any topic of their interest field for dissertation work related to Sociology
- ➢ They will submit their Dissertations on the topic related to Sociology.

Course Outcomes:
- ➢ Learners will know the skill of Dissertation writing
- ➢ They will understand the practical knowledge of their concerned subject

Credits: 4	Type of Course: **Core**
Max. Marks:**100**	Min. Passing Marks:**36**

- ➢ After completing dissertation learners will submit their dissertation in the School of Social Sciences and also concerned on Regional centres for evaluation and award of marks.
- ➢ Evaluation and award of mark will be internal.

This course can be opted as an elective by the students of following subjects:N.A.

Suggested equivalent online courses (MOOCs) for credit transfer:N.A.

Electronic media and other digital components in the curriculum:
Choose any one or more than: (Electronic Media: Audio/Video Lectures, Online Counseling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic anddigital contents**)**

Programme: **M.A.**	Year: **Second**	Semester: **Third**
Subject: **Sociology**		

Course Code: **MASY-111(N)**	Course Title: **Urban Society in India**

Course Objectives::-

- Graduates will have an ability to demonstrate knowledge of core sociological concepts and Concept of City and Its Origin.
- Graduates will have an ability apply sociological knowledge , Characterstics and Classification of City, Prominent Urban Institutions.
- Graduates will be able to integrate sociological theory Sociological traditions in form of Urban and City dimension .

Course Outcomes:

- To help the learners to get a deep rooted knowledge about urban sociology, its

growth and development in India.

- Urbanisation as an enduring social process is an outcome of human growth and civilisation.
- To develop a sociological understanding of Theoritical aspect of Urban Sociology.

Credits: **4**		Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**	
(Syllabi should be framed block wise/unit wise)		

Unit -1	Concept of City and Its Origin
Unit -2	Characterstics and Classification of City, Prominent Urban Institutions
Unit -3	Urban Community. Local Dimension and Theory of Park, Burgess and Makenjee
Unit -4	Sociological traditions in form of Urban and City dimension
Unit -5	Cultural form
Unit -6	Leading trends of Urbanization
Unit -7	Factors of Urbanization

Unit -8	Sociological dimension of Urbanization
Unit -9	Social Consequences of Urbanization
Unit -10	Future form of Urban
Unit -11	Town, city and Megacities
Unit -12	Industrial base of City, Industry Centric development
Unit -13	Changing Patterns of Urban Commercial Structure
Unit -14	Impact of Changing Patterns in Urban Commercial Structure on Social Structure
Unit -15	The Importance and forms of Religious Cities
Unit -16	Increase in Slums and Environmental Pollution
Unit -17	Occupational Social Mobility and Family Instability
Unit -18	Problems of Residense and Inefficiency of Basic Needs
Unit -19	Uraban Poverty , Unemployment and Migration
Unit -20	Increase Crime in Urban : Nature and Forms
Unit -21	Main approaches to study Urban Sociology with reference to Weber, Mumford
Unit -22	Urban,Urbanization and Urbanism
Unit -23	Problems of Urban Planning and Urban Management in India
Unit -24	Relation among Regional Planning , Social and Local Theories
Unit -25	Rural- Urban Continum

Programme: **M.A.**		Year: **Second**	Semester: **Third**
Subject: **Sociology**			
Course Code: **MASY-112(N)**	**Course Title: Criminology and Penology**		

Course Objectives::-

- Graduates will have an ability to demonstrate knowledge of core sociological concepts and demonstrate knowledge of how to use theory to conceptualize a sociological problem.
- Graduates will have an ability apply sociological knowledge to new problem/social issues and develop the knowledge, skills, and attitudes necessary to be engaged members of the community.
- Graduates will be able to integrate sociological theory, research and data in order to assess social policy. Demonstrate understanding of how inequality/stratifiacation mitigates/sustains crime and deviance.

Course Outcomes:
- To provide the learners conceptual understanding of Nature and Concept Criminology.
- To help the learners to get a deep rooted knowledge about Classical and Neo-Classical thoughts of Crime.
- To familiarise the students with the the concept of Prision, Crime Control and Human Rights.

Credits: **4**	Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**

<div align="center">

(Syllabi should be framed block wise/unit wise)

</div>

Unit -1	Meaning and scope of Criminology
Unit -2	Legal and Sociological Explanation of Crime
Unit -3	General Factors of Crime
Unit -4	Crime in India
Unit -5	Classical and Neo-Classical thoughts of Crime
Unit -6	Scientific thoughts of Crime

Unit -7	Biological, Geographical and Psychological Theory of Crime
Unit -8	Economic Theory of Crime
Unit -9	Sociological and Cultural Theory of Crime
Unit -10	Organised Crime
Unit -11	Cyber Crime
Unit -12	Corruption and White-Collar Crime
Unit -13	Causes of Political Crime and New Criminal Personality
Unit -14	Crime against Women
Unit -15	History of Punishment in India
Unit -16	History of Punishment and Schools
Unit -17	Capital Punisment in India
Unit -18	Origin of Prision in India
Unit -19	Open Prision , Ideal Prision, Juvenile Delinquency, Reform Institution and Rehabilitation
Unit -20	The Role of Court in crime control(Probation and Parole) and Role of Police
Unit-21-	Human Rights and Jail Management

Programme: **M.A.**		Year: **Second**	Semester: **Third**
Subject: **Sociology**			
Course Code: **MASY-113(N)**	**Course Title: Political Sociology**		

Course Objectives::-

- Graduates will have an ability to demonstrate knowledge of core sociological concepts Scope and Subject matter of Political Sociology
- Graduates will have an ability apply sociological knowledge to Historical Background of Political Society.
- Graduates will be able to integrate sociological theory, democracy : Types, Basic Theories and its merit and demerit.

Course Outcomes:
- Meaning, Definition and characteristics of Political Sociology, Emergence and development of Political Sociology
- Relationship of Political Sociology with other social sciences.
- Democracy : Types, Basic Theories and its merit and demerit.
- Meaning and Characteristics of Pressure Group and Interest Groups

Credits: **4**	Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**

(Syllabi should be framed block wise/unit wise)

Unit -1	Meaning, Definition and characteristics of Political Sociology, Emergence and development of Political Sociology
Unit -2	Scope and Subject matter of Political Sociology. Is political sociology is science
Unit -3	Relationship of Political Sociology with other social sciences.
Unit -4	Historical Background of Political Society
Unit -5	Political System : Definition and Characteristics.
Unit -6	Classification of Political System.

Unit -7	Relationship between Political system and Society.
Unit -8	Definition and characteristics of Democracy
Unit -9	Democracy : Types, Basic Theories and its merit and demerit.
Unit -10	Democracy in India
Unit -11	Meaning and definition of Political Socialization
Unit -12	Nature and Characteristics of Socialization
Unit -13	Types and Level of Study of Socialization.
Unit -14	Agency and Importance of Political Socialization.
Unit -15	Meaning, definition and characteristics of Political Elite.
Unit -16	Types of Political Elite
Unit -17	Theory of Political Elite and its criticism.
Unit -18	Political Elite in India
Unit -19	Meaning and Characteristics of Pressure Group and Interest Groups
Unit -20	Classification and means of Pressure groups.
Unit -21	Distinction between Pressure group and Interest Group.
Unit -22	-Significance and demerits of Pressure group or Interest group.
Unit 23	Classification and Characteristics of Pressure Group in India.

Programme: **M.A.**		Year: **Second**	Semester: **Third**
Subject: **Sociology**			
Course Code: **MASY-114(N)**	**Course Title: Social Demography**		

Course Objectives::-

- Graduates will have an ability to demonstrate knowledge of core sociological concepts and demonstrate knowledge , Scope, Subject Matter and importance of Social Demography.
- Graduates will have an ability apply sociological knowledge Evolution of demography and study of Social Demography .
- Graduates will be able to integrate sociological theory Population theory of Castron and Population theory of Remond Parl and Lovel Read..

Course Outcomes:
- Meaning, Definition and study of Social Demography
- Factors related to Malthus theory of Population and Malthus theory of Population..
- Origin, Norms and characteristics of Optimum Population Theory.

Credits: **4**		Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**	

(Syllabi should be framed block wise/unit wise)

Unit -1	Definition, Scope, Subject Matter and importance of Social Demography.
Unit -2	Evolution of demography and study of Social Demography
Unit -3	Factors related to Malthus theory of Population and Malthus theory of Population.
Unit -4	Criticism of Population theory of Malthus and Neo Malthsvad.
Unit -5	Theory of Michal Thomas Sandlar and Deit theory of Double day.
Unit -6	Population theory of Castron and Population theory of Remond Parl and Lovel Read.
Unit -7	Herbert Spensor's Biological theory of Population and Biological stage/Phase theory of Gini.

Unit -8	Henry George's theory of Social imbalances and social capillary theory by Arsen Dumont & Population theory of Frank Fitter.
Unit -9	Theory of Arthur Handley and Adnaveber and Population theory of Nitis & Population of Brento.
Unit -10	The population theory of Henric Merkar's, Eastenbarg, Lebistein and Alexander Marris car's sounder
Unit -11	Origin, Norms and characteristics of Optimum Population Theory.
Unit -12	Comparative study of thoughts of Dalton's and Robins views of sounder's, criticism of optimum population theory.
Unit -13	Importance of Optimum Population theory. Compare with Malthusians population theory.
Unit -14	Definition, concepts and three norms of Social change.
Unit -15	Factor's and theory of Social change. Population factors and social change.
Unit -16	Excess population in India : Optimistic and Pessimistic Ideology.
Unit -17	Causes of Excess population in India and side effects/demerit of excess population in India.
Unit -18	Definition and objectives of Population Policy, positive and negative aspects.
Unit -19	Necessity and approaches of Population Policy.
Unit -20	Meaning, definition and trait of population education.
Unit -21	Syllabai, objectives, necessity and importance of population Education.

Programme: **M.A.**	Year: **Second**	Semester: **Third**
Subject: **Sociology**		

Course Code: **MASY-115(N)**	Course **Title: Dissertation**

Course Objectives:

➢ Dissertations/Viva-Voce are an important segment of concerned subject.
➢ Learners will have to select any topic of their interest field for dissertation work related to Sociology
➢ They will submit their Dissertations on the topic related to Sociology.

Course Outcomes:
➢ Learners will know the skill of Dissertation writing
➢ They will understand the practical knowledge of their concerned subject

Credits: 4	Type of Course: **Core**
Max. Marks:**100**	Min. Passing Marks:**36**

➢ After completing dissertation learners will submit their dissertation in the School of Social Sciences and also concerned on Regional centres for evaluation and award of marks.
➢ Evaluation and award of mark will be internal.

This course can be opted as an elective by the students of following subjects:N.A.

Suggested equivalent online courses (MOOCs) for credit transfer:N.A.

Electronic media and other digital components in the curriculum:
Choose any one or more than: (Electronic Media: Audio/Video Lectures, Online Counseling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic anddigital contents**)**

Programme: **M.A.**	Year: **Second**	Semester: **Fourth**
Subject: **Sociology**		

Course Code: **MASY-116(N)**	**Course Title: Basic Sociological Concepts**

Course Objectives::-

- Graduates will have an ability to demonstrate knowledge of core sociological concepts and demonstrate knowledge of how to use theory to conceptualize a sociological Concepts.
- Graduates will have an ability apply sociological knowledge to new problem/social issues and develop the knowledge, skills, and attitudes necessary to be engaged members of the community.
- Graduates will be able to integrate sociological theory, Meaning, definition and origin of Sociology.

Course Outcomes:
- To provide the learners conceptual understanding of Nature and Concept of Basic Sociolgy.
- To help the learners to get a deep rooted knowledge about Meaning and Characteristics of Pressure Group and Interest Groups
- To familiarise the students with the the concept of Social group and its type and reference group theory.

Credits: **4**	Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**

(Syllabi should be framed block wise/unit wise)

Unit -1	Meaning, definition and origin of Sociology
Unit -2	Nature and subject matter of Sociology
Unit -3	Society and its type
Unit -4	Community, Institution and Association
Unit -5	Social Structure
Unit -6	Role and Status
Unit -7	Social group and its type and reference group theory
Unit -8	Social control and its type
Unit -9	Cooperation and conflict
Unit -10	Assimilation and Diffusion
Unit -11	Socialization and its type

Unit -12	Social change and its type
Unit -13	Social Mobility

Programme: **M.A.**	Year: **Second**	Semester: **Fourth**
Subject: **Sociology**		

Course Code: **MASY-117(N)**	**Course Title: Sociology in India**

Course Objectives::-

- Graduates will have an ability to demonstrate knowledge of core sociological concepts and demonstrate knowledge of how to use theory to conceptualize a sociology in India.
- Graduates will have an ability apply sociological knowledge to new problem/social issues and develop the knowledge, skills, and Studies of Villages in India .
- Graduates will be able to integrate sociological theory, research and data in order to assess social policy. Demonstrate understanding of Sociology of India and Indianisation.

Course Outcomes:
- To provide the learners conceptual understanding of Nature and Concept of Sociology in India.
- To help the learners to get a deep rooted knowledge about Social background of emergence of Sociology in India.
- To familiarise the students with the the concept of Perspective of Family, Marriage and Kinship .

Credits: **4**	Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**

(Syllabi should be framed block wise/unit wise)

Unit -1	Social background of emergence of Sociology in India
Unit -2	Studies of Villages in India-I (M.N.Srinivas, S.C.Dubey)
Unit -3	Studies of Villages in India-II &II (A.R.Desai, Andre Beteille)
Unit -4	Sociology of India and Indianisation
Unit -5	Brahmanvadi Perspective
Unit -6	Thoughts of Ambedkar on Caste
Unit -7	Thoughts of Lohiya on Caste
Unit -8	Field view of Caste
Unit -9	Thoughts of Ambedkar on Caste

Unit -10	Perspective of Family, Marriage and Kinship
Unit -11	Family and its changing pattern
Unit -12	Marriage and its changing pattern
Unit -13	Kinship and its changing pattern

Programme: **M.A.**		Year: **Second**	Semester: **Fourth**
Subject: **Sociology**			
Course Code: **MASY-118(N)**	Course Title: Sociology of Education.		

Course Objectives::-

- Graduates will have an ability to demonstrate knowledge of core sociological concepts and demonstrate knowledge of how to use theory to conceptualize a sociological of Education .
- Graduates will have an ability apply sociological knowledge to new problem/social issues and develop the knowledge, skills, Education and Social Change .
- Graduates will be able to integrate sociological theory, research and data in order to assess social policy. Demonstrate understanding of how Social Re-construction - Pierrae Boierdu .

Course Outcomes:
- To provide the learners conceptual understanding of Nature and Concept of Sociology of Education.
- To help the learners to get a deep rooted knowledge about Meaning of Basic Education and its type.
- To familiarise the students with the the concept of Education and Socialization..

Credits: **4**	Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**
(Syllabi should be framed block wise/unit wise)	

Unit -1	Meaning of Basic Education and its type
Unit -2	Contra culture and cultural capital
Unit -3	Functional/Perspective - Eimile Durkhim and Parsons
Unit -4	Modern Perspective - John Devy
Unit -5	Critical Perspective - Michael Apple
Unit -6	Social Re-construction - Pierrae Boierdu
Unit -7	Faminist Perspective - Brian Skejes

Unit -8	Education and Socialization
Unit -9	Education and Social Change
Unit -10	Education, Economy and Political Perspective
Unit -11	Education, Pluralism, Multi Culturalism.
Unit -12	Education system in India

Programme: **M.A.**		Year: **Second**	Semester: **Fourth**
Subject: **Sociology**			
Course Code: **MASY-119(N)**	Course Title: **Sociology of Culture and Religious Life**		

Course Objectives::-

- Graduates will have an ability to demonstrate knowledge of core sociological concepts and demonstrate knowledge of how to use theory to conceptualize , Cultural Pluralism, Popular Culture and Mass Culture.
- Graduates will have an ability apply sociological knowledge to new problem/social issues and develop the knowledge, skills, and View of Karl Marx on Religion.
- Graduates will be able to integrate sociological theory, research and data in order to assess social policy. Demonstrate understanding of how Peter Berger and Thomas Luckman: Dharm as a social Re-construction .

Course Outcomes:
- To provide the learners conceptual understanding of Nature and Concept, Definition and meaning of culture and different dimensions.
- To help the learners to get a deep rooted knowledge about Definition and meaning of Dharm, Dharm evam Sanskriti.
- To familiarise the students with the the concept of Magic, Dharma and Science.

Credits: **4**		Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**	

(Syllabi should be framed block wise/unit wise)

Unit -1	Definition and meaning of culture and different dimensions
Unit -2	Definition and meaning of Dharm, Dharm evam Sanskriti
Unit -3	Culture and Knowledge, Education: Formal and Informal.
Unit -4	Cultural Pluralism, Popular Culture and Mass Culture
Unit -5	Magic, Dharma and Science

Unit -6	Eimile Dirkhim: Dharmevam
Unit -7	View of Karl Marx on Religion.
Unit -8	Max weber : Dharm aur Rationality
Unit -9	Peter Berger and Thomas Luckman: Dharm as a social Re-construction.
Unit -10	M.N. Srinivas's Cooggs Study.
Unit -11	P. Vidhyarthi's Study of GAYA
Unit -12	R.K. Mukherjee's contribution on Value
Unit -13	Mahatma Gandhi's Contribution on Dharm.

Programme: **M.A.**	Year: **Second**	Semester: **Fourth**
Subject: **Sociology**		

Course Code: **MASY-120(N)**	Course - **Viva-Voce**

Course Objectives:

➢ To be evaluated through viva -voce by concerned subject expert

➢ To assess the learners ability to communicate with other person.

➢ To identify and analyse the learners presence of mind

Course Outcomes:
➢ Learner will familiar with various aspects of the course and personal skills.

➢ They will be familiar with their strength and weakness.

Credits: 4	Type of Course: **Core**
Max. Marks:**100**	Min. Passing Marks:**36**

➢ Evaluation and award of mark will be internal.

This course can be opted as an elective by the students of following subjects:N.A.

Suggested equivalent online courses (MOOCs) for credit transfer:N.A.

Electronic media and other digital components in the curriculum:
Choose any one or more than: (Electronic Media: Audio/Video Lectures, Online
Counseling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for
reference/Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic anddigital
contents**)**

U.P. Rajarshi Tandon Open University, Prayagraj
Proposed Course Structure
U.G.Programme: Subject Name: Sociology

Year	Semester	Course Code	Title of paper	Credits
Core Course				
1	First Semester	UGSY-101(N)	lekt dk v/;;u The Study of Society	4
1	Second Semester	UGSY-102(N)	Hkkjr esa lekt Society in India	4
2	Third Semester	UGSY-103(N)	lekt'kkL=h; fl)kUr Sociological Theory	4
2	Fourth Semester	UGSY-104(N)	lkekftd Lrjhdj.k Social Stratification	4
Discipline Centric Course				
3	Fifth Semester	DCESY-101(N)	Hkkjr esa lekt] /keZ ,oa lkekftd leL;k,sa Society, Religion and Social Problems in India	6
3	Sixth Semester	DCESY-102(N)	Crime Administration System in India Hkkjr esa vijk/k iz'kklu O;oLFkk	6
Ability Enhancement Compulsory Course				
1	First Semester	AECEG OR AECHD	Ability Enhancement Course in English OR Ability Enhancement Course in Hindi	4 OR 4
2	Second Semester	AECEA	Ability Enhancement Course in Environment	4
Skill Enhancement Course				
1	First Semester	SETP-01	Skill Enhancement Course in Translation Practice	4
2	Second Semester	SECT-02	Skill Enhancement Course in Computer Technology	4
3	Third Semester	SES&T-03	Skill Enhancement Course on Science & Technology	4
4	Fourth Semester	SEIC&T-04	Skill Enhancement Course on Indian Culture & Tourism	4
5	Fifth Semester	SESP-05	Skill Enhancement Course on Secretarial Practices	4
6	Sixth Semester	SEINS-06	Skill Enhancement Course on Insurance	4
Survey/Research Project/Field Work				
5	Fifth Semester	AR-101N	Activity Report related to Sociology	4
6	Sixth Semester	AR-102N	Activity Report	4

Syllabus for B.A. in Sociology

Programme: **Bachelor of Arts**		Year: **First**	Semester: **First**
Subject: **Sociology**			
Course Code: **UGSY-101N**	**Course Title: The Study of Society**		

Course Objectives::-

- Learnars will have an ability to demonstrate skills identify and apply specific sociological terms and concepts and an ability to explain gender justice and equity and the study skills is to help students maximize the learning process .
- Learnars will have an ability to use sociological theory to explain social problems, issues and demonstrate the utility of the sociological perspective for their lives.
- Learnars will have an ability to understand the basic concepts, language, and theories of sociology.

Course Outcomes:

- To familiarise the students with the nature, origin and scope of sociology.
- To provide the learners conceptual understanding of Group, Institutions, Political Institution and economic system.
- To familiarise the students with the concept of Culture and civilization.
- To develop a sociological understanding of Social Structure, Social Control, change and development.
- To acquaint the students with the Concept of Socialization and Education

Credits: **4**	Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**

(Syllabi should be framed block wise/unit wise)

Unit - 1	Origin, Definition,Nature and Scope of Sociology
Unit - 2	Relationship of Sociology with other Social Sciences and Differentiation
Unit - 3	Concept and Characterstics
Unit - 4	Types of Society: Teaditional, Modern and Post-Modern
Unit - 5	Concept, Characterstics and Types of Group(Primary Group, Secodary Group,
Unit - 6	Association and Institution: Concept and Characterstics
Unit - 7	Family and Its Type
Unit- 8	Marriage and Kinship : Nature and Types
Unit - 9	Concept and Socialization
Unit - 10	Agency of Socialization: Primary and Secondary
Unit - 11	Informal Education and Socialization
Unit - 12	Formal Education and Socialization
Unit – 13	Economy : Nature and Type
Unit - 14	Agriculture Economy

Unit - 15-	Industrial Economy
Unit - 16	Post- Industrial Service Economy

Suggested Text Book Readings:
  ➢

This course can be opted as an elective by the students of following subjects:- **N.A.**

Syllabus for B.A. in Sociology

Programme: **Bachelor of Arts**	Year: **First**	Semester: **Second**

Subject: **Sociology**

Course Code: **UGSY-102N**	**Course Title: Society in India**

Course Objectives::-

- Learnars will be able to demonstrate knowledge how to use theory to conceptualize a sociological problem and the student will be able to make an effort to bring about affirmative social transformations.
- Students will be able to understand how inequality/stratifiacation mitigates/ sustains crime and conceptual understanding of Rural and Urban Social Structure .

Course Outcomes:

- To provide the learners conceptual understanding of Rural and Urban Social Structure.
- To familiarise the students with the concept of Family, Marriage,Kinship,Economy and State System.
- To provide the learners conceptual understanding of Social Oranization,Caste, Class,Tribes, Women and Eduaction.

Credits: **4**	Type of Course: **Core**

Max. Marks: **100**	Min. Passing Marks: **36**

(Syllabi should be framed block wise/unit wise)	
Unit - 1	Unity and Diversity
Unit - 2	Rural Social Structure
Unit - 3	Village and External World
Unit - 4	Pattern of Urbanization
Unit - 5	Urban Social Structure
Unit - 6	Family and Its Type
Unit - 7	Marriage and Changing Patters of Its
Unit - 8	Kinship & I
Unit - 9	Kinship & II
Unit - 10	Rural Economy
Unit - 11	Uraban Economy
Unit - 12	Poverty: Rural and Uraban
Unit - 13	National Politics
Unit - 14	Regional and National Politics

Suggested Text Book Readings:
  ➢

This course can be opted as an elective by the students of following subjects:- **N.A.**

Syllabus for B.A. in Sociology

Programme: **Bachelor of Arts**		Year: **Second**	Semester: **Third**
Subject: **Sociology**			
Course Code: **UGSY-103N**	Course Title: **Sociological Thoughts.**		

Course Objectives::-

- Learnars will be able to demonstrate knowledge how to use theory to conceptualize a sociological problem and the student will be able to make an effort to bring about affirmative social transformations.
- Students will be able to understand how inequality/stratifiacation mitigates/ sustains crime and the emergence and growth of sociology in Europe .

Course Outcomes:

- To familiarise the students with the emergence and growth of sociology in Europe.
- The Student will know aboutthe concepts and thoughts of Herbert Spenser , Vilfred   Pareto, Malinosky and Redcliff Brown.
- To familiar with the Concept, thoughts and Theories of Karl Marx, Durkhiem,Max   Weber, Parsons and R.K. Merton.

Credits: **4**	Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**

(Syllabi should be framed block wise/unit wise)

Unit - 1	Emergence of Soociology in Europe
Unit - 2	Founder of Sociology -I
Unit - 3	Founder of Sociology -II
Unit - 4	History and Development of Sociology in India -I
Unit - 6	Historical Materalism
Unit - 7	Forces of Production, Relation and System
Unit - 8	Class and Class Conflict
Unit - 9	Dialectism and Social Change
Unit - 10	Sociolgy as a Science
Unit - 11	Comparative method
Unit - 12	Collective Representation
Unit - 13	Types of Solidarity
Unit -14	Ideal Type
Unit -15	Religion and Economy
Unit -16	Power and Authority

Suggested Text Book Readings:
➢

This course can be opted as an elective by the students of following subjects:- **N.A.**

Syllabus for B.A. in Sociology

Programme: **Bachelor of Arts**		Year: **Second**	Semester: **Fourth**
Subject: **Sociology**			
Course Code: **UGSY-104N**	**Course Title: Social Stratification**		

Course Objectives::-

- Learnars will be able to demonstrate knowledge how to use theory to conceptualize a sociological problem and the student will be able to make an effort to bring about affirmative social transformations.
- Students will be able to understand how inequality/stratifiacation mitigates/ sustains crime and understanding of Indian Class Structure, Social Mobility and Social Change.
- Students will be able to understand how inequality/stratifiacation mitigates/ sustains crime.

Course Outcomes:

- To familiar with the Concept, theories of Social Stratification.
- The Students will know about the approaches to the study of Caste and Religion in India.
- To provide the learners conceptual understanding of Indian Class Structure, Social Mobility and Social Change.

Credits: **4**	Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**

(Syllabi should be framed block wise/unit wise)

Unit - 1	Social Stratification -I
Unit - 2	Social Stratification -II
Unit - 3	Concept of Status and Class
Unit - 4	Concept of power and Class
Unit - 5	Power,Race,Gender and Stratification
Unit - 6	Stratification in Pre- Modern Societies
Unit - 7	Stratification in Modern Societies
Unit - 8	Occupational Order/Hierarchy
Unit - 9	Ideology and Stratification : Series and Stratification
Unit - 10	Social Mobility : Conceot and Measurement
Unit - 11	Social Mobility in Pre- Modern Societies
Unit - 12	Social Mobility in Modern Societies
Unit - 13	Occupation, Education and Social Mobility
Unit - 14	Stratification in Tribal Societies
Unit - 15	Caste and Community in Indian Societies
Unit - 16	Verna and Jati
Unit - 17	Caste as in Hierarchical System

Suggested Text Book Readings:
  ➢

This course can be opted as an elective by the students of following subjects:- **N.A.**

Syllabus for B.A. in Sociology

Programme: **Bachelor of Arts**		Year: **Third**	Semester: **Fifth**
Subject: **Sociology**			
Course Code: **DCESY-101N**	**Course Title: Society,Religion and Social Problems in India**		

Course Objectives::-

- Learnars will be able to demonstrate knowledge how to use theory to conceptualize a sociological problem and the student will be able to make an effort to bring about affirmative social transformations.
- Students will be able to understand how inequality/stratifiacation mitigates/ sustains crime and Social Transformation and Problems.

Course Outcomes:

- To provide the learners conceptual understanding to explain social problems and issues in Indian Context.
- The Students will know about the approaches to the study of forms of Alienation,Deprivation,Identity , Significance and Social Justice.
- To familiar with the Concept with the concept of Ecology,State and role of other associations

Credits: **4**		Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**	

(Syllabi should be framed block wise/unit wise)

Unit - 01	Social Transformation and Problems
Unit - 02	Approaches and Paradigms
Unit - 03	Social Problems in Indian Context
Unit- 04-	Social Demography
Unit - 05	Migration
Unit - 06	Urabanization
Unit - 07	Changing family Structure
Unit - 08	Unemployment
Unit - 09	Labour : Industrial
Unit 10	Labour : Rural
Unit - 11	Labour : Female labour
Unit - 12	Labour : Child labour
Unit - 13	Poverty and Its Social Impact
Unit - 14	Crime and Deviance
Unit - 15	Drugs abuse and Alcohalism
Unit - 16	Violence and Terrorism

Suggested Text Book Readings:
  ➢

This course can be opted as an elective by the students of following subjects:- **N.A.**

Syllabus for B.A. in Sociology

Programme: **Bachelor of Arts**		Year: **Third**	Semester: **Fifth**
Subject: **Sociology**			
Course Code: **DCESY-102N**	**Course Title: Crime Administrartive System in India**		

Course Objectives::-

- Learnar will have an ability to understand the theoretical perspectives on criminal jurisprudence.
  - The student will be able to have accurate and complete information about the prison processes like Prison Act, Prison Manual, Prisoners Rights.
  - The student will be able to understand complete information about various processes of criminal justice administration.
  - Learnar will have an ability to create space and demonstrate humanitarian initiatives that addresses specific issues of marginalized people in criminal justice system

Course Outcomes:
- To familiarise the students with the crime administrartive system in India.
- The Student will know about the concepts of crime and its type.
- To provide the learners conceptual understanding of organised crime and cyber crime.

Credits: **4**	Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**

(Syllabi should be framed block wise/unit wise)	
Unit-1	Meaning and scope of Criminology
Unit-2	Legal and Sociological Explanation of Crime
Unit-3	General Factors of Crime
Unit-4	Crime in India
Unit-5	Organised Crime
Unit -6	Cyber Crime
Unit -7	Corruption and White-Collar Crime
Unit -8	Causes of Political Crime and New Criminal Personality
Unit -9	Crime against Women
Unit -10	Origin of Prision in India
Unit -11	Open Prision , Ideal Prision, Juvenile Delinquency, Reform Institution and Rehabilitation
Unit -12	The Role of Court in crime control(Probation and Parole) and Role of Police
Unit-13	Human Rights and Jail Management
Unit -10	Origin of Prision in India
Unit -14	Classical and Neo-Classical thoughts of Crime
Unit -15	Scientific thoughts of Crime
Unit -16	Biological, Geographical and Psychological Theory of Crime
Unit -17	Economic Theory of Crime
Unit -18	Sociological and Cultural Theory of Crime

B.A. in Sociology

Programme: **Bachelor of Arts**	Year: **Fifth**	Semester: **Fifth**
Subject: **Sociology**		
Course Code: **AR-101N**	Course Title: **Activity Report in Sociology**	
Course Objectives::- ➢ Learners will survey sociology related topics. ➢They will submit their report.		
Course Outcomes: ➢ Learners will be motivated to survey sociology related topics.. ➢ The will know about the importance of Sociological Issues. ➢ After completing Survey they will submit their report in the School of Social Sciences and also on the concered regional centres for evaluation and award of marks. ➢ Evalution and award of mark will be internal/external		
Credits: **4**	Type of Course: **Core**	
Max. Marks: **100**		

B.A. in Sociology

Programme: **Bachelor of Arts**	Year: **Sixth**	Semester: **Sixth**
Subject: **Sociology**		
Course Code: **AR-102N**	Course Title: **Activity Report**	
Course Objectives::- ➢ Learners will have to submit an activity report		
Course Outcomes: ➢ Learners will be motivated to visit for activity report ➢ The will know about the importance of activity report		

Note:-
- After completing Activity Report they will submit their project in the School of Social Sciences and also on the concered regional centres for evaluation and award of marks.
- Evalution and award of mark will be internal/external

Credits: **4**	Type of Course: **Core**
Max. Marks: **100**	

PROGRAMME PROJECT REPORT

Master's in Social work Programme
(2 Year)
(In Accordance with NEP-2020)

School of Social Sciences
U. P. Rajarshi Tandon Open University, Prayagraj

Content

1. **Master's Degree Programme-**

The National Education Policy (NEP) 2020 envisions a new vision that enable an individual to study one or more specialized areas of interest at a deep level, and also develop capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. The NEP 2020 focuses on the formulation of expected learning outcomes for all higher education programmes. It states that "National Higher Education Qualifications Framework (NHEQF)" shall be align with the National Skills Qualifications Framework (NSQF) to ease the integration of vocational education into higher education. It also points out that higher education qualifications leading to a degree/diploma/certificate shall be described by the NHEQF in terms of Outcome Based Education (OBE).

The design of M.S.W-Social work programme in line with NHEQF offers opportunities and avenues to learn core subjects but also to explore additional avenues of learning beyond the core subjects for holistic development of a learner.

The uniform grading system will also enable potential employers in assessing the performance of the learner. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on learner's performance in examinations, guidelines framed by the UGC are followed. Hence, adoption of NHEQF helps to overcome the gap between university degree and employability by introducing skills and competencies in the graduates.

2. **M.S.W- Social Work Programme-**

The structure and duration of postgraduate programme of Master's in Social work in accordance with NEP 2020 includes multiple exit options within this period, with appropriate certifications:

• Level 9: a Master in Social work (MSW) programme after 2 years (4 semesters) of study;

2.1 **Programme Mission & Objective-**

This MSW course provides students with an understanding of key concepts in ethical socialwork leaders who promote social,economic and environmental justice,human rights,and health and well-being for individuals, families, organization and communities. Rationale: The main reason for offering this program are set of goals that encompass the wide range of faculty activities,student experiences throughout their academic life and the collaborative actvities among professionals who join in serving the mission.

2.2 **Relevance of the Programme with Mission and Goals-**

Infuse the concepts of social,economic and enviornmental justice,
grounded in a commitment to human rights and critical thinking across the curriulum.
• Provide students with opportunities to enage in meaningfull professional relations, interprofessional collaboration and professional develoment.
• Engage students in the development of practice skills through community base work with individuals, families, groups, organization and communities.

- • Prepare advanced social work practitioners who contribute to individual, family, community, and societal well-being
- • Prepare social workers who commit and contribute to the common good
- • Prepare practitioners who intentionally engage in reflective and reflexive practice

- Prepare social workers who act as change agents and critically reflect on historical oppression and its consequences
- Prepare social workers for leadership roles within and beyond the profession
- Prepare social workers who engage in career-long learning including the development and dissemination of social work knowledge

2.3 Nature of Prospective Target Group of Learners-

The Program is targeted to all individuals looking to earn a postgraduation degree for employment, further higher education, promotion in career, professional development.

2.4 Appropriateness of Programme to be conducted in ODL mode to acquire specific skills & competence-

Learning outcomes after Level 9		
Learning Outcomes	Elements of the descriptor	Master in social work(M.S.W)
LO 1	Knowledge and understanding	• dentify as a professional social worker and conduct oneself accordingly. • Apply social work ethical principles to guide professional practice. • Apply critical thinking to inform and communicate professional judgments..
LO 2	Skills required to perform and accomplish tasks	Apply knowledge of human behavior and the social environment.
LO 3	Application of knowledge and skills	Respond to contexts that shape practice
LO 4	Generic learning outcomes	Engage diversity and difference in practice. Advance human rights and social and economic justice
LO 5	Constitutional, humanistic, ethical and moral values	• Engage in research-informed practice and practice-informed research. • Engage in policy practice to advance social and economic well-being and to deliver effective social work services
LO 6	Employment ready skills, and entrepreneurship skills and mindset	Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

2.5 Instructional Design

2.5.1 2-year Master of social work [M.S.W] (programme Structure-

The University follows the credit system in all its programmes. One credit is equal to 30 hours of learner's study time which is equivalent to 15 lectures in conventional system. To earn a Master's Degree, a learner has to earn 80 credits in minimum four semesters (two years) with 20 credits per semester. For earning 80 credits, a learner has to go through the following Programme Structure:

Programme Structure of Master of social work [M.S.W] under NHEQF-

Level	Year	Sem	Core Course 1	Core Course 2	Core Course 3	Research component	Practical Lab/ Dissertation with viva voc	Total credit
9	**1**	1st	4	4	4	4	4	20
		2nd	4	4	4	4	4	20
	2	3rd	4	4	4	4	4	20
		4th	4	4	4	4	4	20
								80

Explanation of terms used for categorization of courses:

A. Course 1 to 3: A course, which should compulsorily be studied by a learner as a core

requirement is termed as a Core course.

B. Research Component: The components included in this category are Basics in Research

(PGBR-01), Mini Project (PGMP-02), Basic Research Tools (PGRT-03).

C. Practical Lab: Lab based on theory courses for implementing the algorithms discussed in

theory papers.

D. Industrial Training/ Survey/ Research Project/ Field Work/Apprenticeship/ Dissertation/Internship: A course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a learner studies such a course on his own with an advisory support by a counsellor/faculty member

2.5.2 Course curriculum-

The details of syllabus is given in Appendix-I

2.5.3 Language of Instruction-

Hindi. However, learner can write assignment and give Term
End Examination (TEE) either in Hindi or English.

2.5.4 Duration of the Programme-
Minimum duration in years: 02   Maximum duration in years: 04

2.5.5 Faculty & Support Staff-
Director (1), Assistant Professor/Academic Consultants (5) and support staff (3)

2.6 Instructional Delivery Mechanisms-
The Open University system is more learner-oriented, and the student is an active
participant in the teaching-learning process. Most of the instructions are imparted through
distance rather than face-to-face communication.
The University follows a multi-media approach for instruction. It comprises of:
• self-instructional printed material (Self Learning Material)
• audio and video lectures
• face-to-face counselling
• assignments
• laboratory work
• Project work in some courses
• teleconference/web conference
• Web Enabled Academic Support Portal
• e-GYANSANGAM (Open Educational Repository): http://gyansangam.uprtou.ac.in
• e-GYANARJAN: Its a Learning Management System based on Moodle
(http://gyanarjan.uprtou.ac.in) to aid the learner through web conferencing, sharing of
learning resources, counselling classes etc.

2.6.1 Self-Learning Material-

The Self Learning Material (SLMs) are prepared in line with the UGC guidelines on
preparation of SLMs. The prepared study materials are self-instructional in nature.
The course material is divided into blocks. Each block contains a few units. Lessons, which
are called Units, are structured to facilitate self-study. The units of a block have similar
nature of contents. The first page of each block indicates the numbers and titles of the units
comprising the block. In the first block of each course, we start with course introduction.
This is followed by a brief introduction to the block. After the block introduction, emphasis
is given on contribution of ancient Indian knowledge into that specific course. Next, each
unit begins with an introduction to talk about the contents of the unit. The list of objectives
are outlined to expect the learning based outcome after working through the unit. This is
followed by the main body of the unit, which is divided into various sections and subsections.
Each unit is summarized with the main highlights of the contents.
Each unit have several "Check Your Progress" Questions and Terminal Questions

/exercises. These questions help the learner to assess his/her understanding of the subject contents. At the end of units, additional references/books/suggested online weblink for MOOCs/Open Educational Resources for additional reading are suggested.

2.6.2 Audio and Video lectures-

Apart from SLM, audio and video lectures have been prepared for some courses. The audiovideo material is supplementary to print material. The video lectures are available at YouTube channel of **university(https://www.youtube.com/channel/UCj2XTEB6iCZwwIqmKw_jzYg).**

2.6.3 Counselling Classes-

The face to face (F2F) counselling classes are conducted at head quarter and study centers. The purpose of such a contact class is to answer some of questions and clarify the doubts of learner which may not be possible through any other means of communication. Well experienced counsellors at study centers provide counselling and guidance to the learner in the courses that (s)he has chosen for study. The counselling sessions for each of the courses will be held at suitable intervals throughout the whole academic session. The time table for counselling classes are displayed at head quarter as well as by the coordinator of study center, however, attending counselling sessions is not compulsory. It is noted that to attend the counselling sessions, learner has to go through the course materials and note down the points to be discussed as it is not a regular class or lectures.

2.6.4 Assignments-

The purpose of assignments is to test the comprehension of the learning material that learner receives and also help to get through the courses by providing self-feedback to the learner. The course content given in the SLM will be sufficient for answering the assignments. Assignments constitute the continuous evaluation component of a course. The assignments are available at the SLM section of the home page of university website. In any case, learner has to submit assignment before appearing in the examination for any course. The assignments of a course carry 30% weightage while 70% weightage is given to the termend examination (TEE). The marks obtained by learner in the assignments will be counted in the final result. Therefore, It is advised to take assignments seriously. However, there will be no written assignments for Lab courses.

2.6.5 Laboratory Work-

Laboratory courses are an integral component of the M.Sc. programme. While designing the curricula for laboratory courses, particular care has been taken to weed out experiments not significant to the present-day state of the discipline. Importance has been given to the utility of an experiment with respect to real life experience, development of experimental skills, and industrial applications. It is planned to phase the laboratory courses during

suitable periods (such as summer or autumn vacations) so that in-service persons can take them without difficulty. Laboratory courses worth 2 credits will require full-time presence of the student at the Study Centre for one week continuously. During this time a student has to work for around 60 hours. Around 40 hours would be spent on experimental work and the remaining time will be used for doing calculations, preparations of records, viewing or listening to the video/audio programmes.

2.6.6 Teleconference/Web conference-

Teleconference/web conference, using done through ZOOM/webex in form of online special counselling sessions is another medium to impart instruction to and facilitate learning for a distance learner. The students concerned would be informed about the teleconferencing schedule and the place where it is to be conducted by sending bulk SMS.

2.6.7 Web Enabled Academic Support Portal-

The University also provide Web Enabled Academic Support Portal to access the course materials, assignments, and other learning resources.

2.6.8 e-GYANSANGAM-

The e-GYAMSANGAM (UPRTOU-OER REPOSITORY) is an open access platform for educational resources that rely on the concept of 5Rs namely; Reuse, Revise, Remix, Retain and Redistribute. Uttar Pradesh Rajarshi Tandon Open University in support with Commonwealth Educational Media Centre for Asia initiated the implementation of philosophy behind the NEP-2020 to provide equitable use of technology to support learners (SDG4). This not only ensure inclusive and equitable quality education opportunities but also provide faculty to repurpose high quality open educational resources (OER) such that innovative, interactive and collaborative learning environment is built. UPRTOU believes the philosophy of Antyoday (reaching to last person of the society) and facilitate the learner by providing Self Learning Materials, Lecture Notes, Audio/video Lectures, Assignments, Course materials etc. through face-to-face mode as well as distance mode. This eGYANSANGAM depository will fulfill the educational facilities through equitable use of technology to the learners.

Objectives-
• To provide low-cost access model for learners. To foster the policy of reaching to unreached.
• To break down barriers of affordability and accessibility of educational resources.
• To give faculty the ability to customize course materials for learners.
• To provide equal access to affordable technical, vocational and higher education resources (SDG 4.3).
• To provide ubiquitous access to anyone. This will facilitate the quick availability of educational resources and reduces time.

• To supplement Self Learning Material (SLM).
• To reduce the mentor-mentee gap as depository provide access to number of local access as well as global access to educational resources.

2.6.9 e-GYANARJAN-
It's a Learning Management System based on Moodle (http://gyanarjan.uprtou.ac.in) to aid the learner through web conferencing, sharing of learning resources, counselling classes etc.

2.6.10 Learner Support Service Systems

(a) Study Centre
A Study Centre has following major functions:
(i) Counselling:
Counselling is an important aspect of Open University System. Face to face contact-cum-counselling classes for the courses will be provided at the Study Centre. The detailed programme of the contact-cum-counselling sessions will be sent to the learner by the Coordinator of the Study Centre. In these sessions learner will get an opportunity to discuss with the Counsellors his/her problems pertaining to the courses of study.
(ii) Evaluation of Assignments:
The evaluation of Tutor Marked Assignments
(TMA) will be done by the Counsellors at the Study Centre. The evaluated assignments will be returned to the learner by the Coordinator of Study Centre with tutor comments and marks obtained in TMAs. These comments will help the learner in his/her studies.
(iii) Library:
Every Study Centre will have a library having relevant course materials, reference books suggested for supplementary reading prepared for the course(s).
(iv) Information and Advice:
The learner will be given relevant information about the courses offered by the University. Facilities are also provided to give him/her guidance in choosing courses.

(v) Interaction with fellow-students-
In the Study Centre learner will have an opportunity to interact with fellow students. This may lead to the formation of self-help groups.
(b) Learner Support Services (LSS)
The University has formed an LSS cell at the head quarter. The LSS cell coordinate with the Study Centre to get rid of any problem faced by the learner.

2.7 Procedure for admissions, curriculum transaction and evaluation-

2.7.1 Admission Procedure

(a) The detailed information regarding admission will be given on the UPRTOU website and on the admission portal. Learners seeking admission shall apply online.

(b) Direct admission to 2-year M.S.W(Social work) program is offered to the interested candidates.

(c) Eligibility: Bachelor degree in any subject (B.A,B.com B.sc. Bio/B.Sc.(Honors)

2.7.2 Programme Fee-

Rs. 8500 / year. The fee is deposited through online admission portal only.

2.7.3 Evaluation-

The evaluation consists of two components: (1) continuous evaluation through assignments, and (2) term-end examination. Learner must pass both in continuous evaluation as well as in the term-end examination of a course to earn the credits assigned to that course. For each course there shall be one written Terminal Examination. The evaluation of every course shall be in two parts that is 30% internal weightage through assignments and 70% external weightage through terminal exams.

(a) Theory course	Max. Marks
Terminal Examination	70
Assignment	30
Total	100

(b) Practical course: Max. Marks

Terminal Practical Examination   100

Marks of Terminal Practical Examinationshall be awarded as per following scheme:

i. Write up /theory work   30

ii. Viva-voce   30

iii. Execution/Performance/Demonstration   20

iv. Lab Record   20

The following 10-Point Grading System for evaluating learners' achievement is used for CBCS programmes:

10- Point Grading System in the light of UGC-CBCS Guidelines-

Letter Grade	Grade Point	% Range
O (Outstanding)	10	91-100
A+ (Excellent)	9	81-90
A+ (Excellent)	9	81-90

A (Very Good)	8	71-80
B+ (Good)	7	61-70
B (Above Average)	6	51-60
C (Average)	5	41-50
P (Pass)	4	36-40
NC (Not Completed)	0	0-35
Ab (Absent)	0	
Q	Qualified	Applicable only for Non-Credit courses
NQ	NQ Not Qualified	

Learner is required to score at least a 'P' grade (36% marks) in both the continuous
evaluation (assignments) as well as the term-end examination. In the overall computation

Learner is required to score at least a 'P' grade (36% marks) in both the continuous evaluation (assignments) as well as the term-end examination. In the overall computation also, learner must get at least a 'P' grade in each course to be eligible for the M.S.W. degree.

Computation of CGPA and SGPA-
    (a) Following formula shall be used for calculation of CGPA and SGPA

For jth semester SGPA (Sj) = Σ (Ci *Gi)/ Σ Ci	where, Ci = number of credits of the ith course in jth semester Gi= grade point scored by the learner in the ith course in jth semester.
CGPA = Σ (Cj *Sj)/ Σ Cj	where, Sj = SGPA of the jth semester Cj = total number of credits in the jth semester

The CGPA and CGPA shall be rounded off up to the two decimal points. (For e.g., if a learner obtained 7.2345, then it will be written as 7.23 or if s(he) obtained 7.23675 then it be will written as 7.24)
CGPA will be converted into percentage according to the following formula:

Equivalent Percentage = CGPA * 9.5

(b) Award of Division

The learner will be awarded division according to the following table:

Division	Classification
1st Division	6.31 or more and less than 10 CGPA
2nd Division	4.73 or more and less than 6.31 CGPA
3rd Division	3.78 or more and less than 4.73 CGPA

2.7.4 Multiple Entry and Multiple Exit options-

The 2-year M.S.W programme is an Outcome-Based Education (OBE) for qualifications of different types. The qualification types and examples of title/nomenclature for qualifications within each type are indicated in Table 1

Level	Qualification title	Programme duration	Entry Option	Exit option
9	Master in (Social work)	Programme duration: First two years (first four semesters) of the of the M.SW. programme	gradute of any subject	Exit awarded with Master's in (Social work)

2.8 Requirement of the laboratory support and Library Resources-

The practical sessions are held in the science laboratories of the Study Centre. In these labs, the learner will have the facility to use the equipment and consumables relevant to the syllabus. The SLM, supplementary text audio and video material of the various courses of the program is available through the online study portal of the University. The University also have a subscription of National Digital Library to provide the learners with the ability to enhance access to information and knowledge of various courses of the programme.

2.9 Cost estimate of the programme and the provisions-

2-year M.S.W. programme consists of 16 theory courses, 3 project courses and 01 research activities. One course is of 4 credits which consists of approx. 16 units. The total approximated expenditure on the development of 16 courses is:

2.10 Quality assurance mechanism and expected programme outcomes-

S. No.	Item	Cost per Unit (writing & editing)	Total cost (Rs.)
1	Total no. of units in 16 courses = 16*16=256	4500	1,152,000
2	BOS Meetings etc.	100000	100000
			Total 1252000

(a) Quality assurance mechanism: The program structure is developed under the guidance

of the Board of studies comprising external expert members of the concerned subjects followed by the School board. The program structure and syllabus is approved by the Academic Council of the University. The course structure and syllabus is reviewed time to time according to the feedback received from the stakeholders and societal needs.

The Centre for Internal Quality Assurance will monitor, improve and enhance effectiveness of the program through the following:

✓ Annual academic audit
✓ Feedback analysis for quality improvement
✓ Regular faculty development programs
✓ Standardization of learning resources
✓ Periodic revision of program depending upon the changing trends by communicating to the concerned school

(b) Expected programme outcomes (POs)-

Knowledge and understanding	PO1	To conceive the concepts, principles and theories related to human development and social development in the field of different social domains such as women, children, disadvantaged group, etc.
Skills related to specialization	PO 2	To implement the concepts, principles and theories related to social work in the field of different social domains such as women, children, disadvantaged group, etc.
Application of kn and skills owledge	PO 3	To solve social issues based on the principles and theories
	PO 4	To administer and manage the organizations related to social work.
Generic learning outcomes	PO 5	To analyse and implement Legal issues in resolving with social issues.
	PO 6	To provide guidance and Counseling to the target individual/group/community
Research	PO7	To conduct research studies.

Newly Introduced programme : Yes	
Programme:	Master in Social work
Year: NA	First Introduction year:2023
Programme prerequisites: Bachelor degree in any subject .	

Academic Year 2023-24
Detailed Programme Structure & Syllabus M.S.W
Programme: [Subject Name:Social work]

YEAR	SEMESTER	PAPER CODE	TITLE OF PAPER	CREDITS	MAX.MARKS
FIRST YEAR	First	MSW-101 (N)	Social Work – Theory & Practice	04	100
		MSW-102(N)	Social Work and Indian Social Structure	04	100
		MSW-103(N)	Methods of Social Work	04	100
		MSW-104(N)	Social Work and social development	04	100
		MSW-105(N)	Research Methodology	04	100
	credit of first semester			20	
	Second	MSW-106(N)	Labour welfare and human resourse management	04	100
		MSW-107(N)	Social Policy,Planning & Development	04	100
		MSW-108(N)	Social Research & Statistics	04	100
		MSW-109(N)	social administration	04	100
		MSW-110(N)	Dissertation	04	100
	credit of Secound semester			20	
SECOND YEAR	third	MSW-111(N)	Community Organization	04	100
		MSW-112(N)	Personality & Abnormal Behaviour	04	100
		MSW-113(N)	Communication and Counselling	04	100
		MSW-114(N)	Family Welfare and child development	04	100
		MSW-115(N)	Dissertation	04	100
	credit of third semester			20	
	Fourth	MSW-116(N)	Rural Society & Panchayati Raj Institutions in India	04	100
		MSW-117(N)	Dimensions of Health & Medical Social Work	04	100
		MSW-118(N)	Human Resource Management	04	100
		MSW-119(N)	disaster management	04	100
		MSW-120(N)	Viva-Voce	04	100
	credit of fourth semester			20	
	Total credit= 40+40=80 (Year 1+2)			80	
	Total Marks= 1000+1000 (Year 1+2)				2000

Syllabus for [MSW] Subject: Social Work

Course prerequisites: Bachelor degree in Any subject			
Programme: MSW		Year: 1	Semester: 1
Subject: Social work			
Course Code: MSW-101 (N)		Course Title: Social Work – Theory & Practice	
Course Objectives: • To discuss basics history, philosophical foundation, and theoretical perspectives			
Course Outcomes: Co 1- This course introduces students to social work practice through an exploration of the history, philosophical foundation, and theoretical perspectives of the profession of social work. Co2-This includes a review of the relevant codes of ethics and practice standards that guide practitioners and an overview of the roles in which social workers become involved. Co3-This course also examines the social structures influencing people's lives and how various sources and forms of oppression and marginalization impact the lives of people in Canadian society			
Credits: 4		Type of Course: Core	
Category of Course		Value-added / employability	
Max. Marks: 100		Min. Passing Marks: 36	

Block 1	**Meaning of social work and scope**
Unit 1	Meaning of social work and objective
Unit 2	importance of social work &scope
Unit 3	Value of social work
Unit 4	philishopy of social work
Unit 5	Multy culturalism
Block 2	**History of social work in india**
Unit 6	social work in ancient,med and modern concept in india
Unit 7	social work education in india
Unit 8	social work as a proffesion in india
Unit 9	institutional development of social services
Unit 10	concept of welfare state
Block 3	**Indian constitution and social security**
Unit 11	welfare concept in Indian constitution
Unit 12	role of NGO
Unit 13	role of trust and community organisation
Unit 14	Humen rights and social justice
Suggested Text Book Readings:	

1- socal work practice-prof anoop bhartiya 2- socal work practice-dr.an singh
This course can be opted as an elective by the students of following subjects:NA
Suggested equivalent online courses (MOOCs) for credit transfer: NA

Note: School may revise list of electronic media and other digital components in the curriculum time to time and shall be updated in website also

Course prerequisites: Bachelor degree in Any subject		
Programme: MSW	Year: 1	Semester: 1
Subject: Social work		
Course Code: MSW-102(N)	Course Title: Social Work and Indian Social Structure	

Course Objectives:
• To discuss basics of society and culture

Course Outcomes:
CO1-Understand the concepts of society and culture.
CO2- Critically understand the concept, content and process of social development.
CO3-Develop the capacity to identify linkages between social needs, problems development issues and policies.
CO4- Locate strategies and skills necessary for social development and re- enforce values of social justice gender justice and equality

Credits: 4	Type of Course: Core
Category of Course	Value-added / employability
Max. Marks: 100	Min. Passing Marks: 36

Block 1	Indian society and social work
Unit 1	intrrrelationship between social work and social scienc
Unit 2	characteristics of Indian culture
Unit 3	social organisation
Unit 4	social structure and functions
Block 2	**social work and social institution**
Unit 5	Indian socity –diversity and unity
Unit 6	Indian culture-religon
Unit 7	cast and group
Unit 8	Indian culture- modernization
Unit 9	social institution- meaning and characteristics
Unit 10	types of social institution-marriage,family
Unit 11	economic and political institution

Block 3	social work and classification
Unit 12	concept of social welfare and development
Unit 13	welfare state and socity
Unit 14	welfare programme in weekar section
Unit 15	women empowerment
Unit 16	communalism

Suggested Text Book Readings:

Indian cluture and society- dr.rupesh kumar singh

bhartiya samaj ki rooprekha- dr pawan

This course can be opted as an elective by the students of following subjects:NA

Suggested equivalent online courses (MOOCs) for credit transfer: NA

Note: School may revise list of electronic media and other digital components in the curriculum time to time and shall be updated in website also.

Course prerequisites: Bachelor degree in Any subject		
Programme: MSW	Year: 1	Semester: 1
Subject: Social work		
Course Code: MSW-103(N)	Course Title: Methods of Social Work	

Course Objectives:

• To discuss basics of social work strategys

Course Outcomes:

Co1-To understand and solve the internal problems of the individuals

 co2-To strengthen his ego power

co3-Remediation of problems in social functioning

co4- Prevention of problems in social functioning

co5- Development of resources to enhance social functioning

Credits: 4	Type of Course: Core
Category of Course	Value-added / employability
Max. Marks: 100	Min. Passing Marks: 36

Block 1	**social group work**
Unit I	characteristics of social groups

Unit 2	types of social groups
Unit 3	social group work meaning and objectives
Unit 4	social group work Principles
Unit 5	group formation and function
Block-2-	**social group work and planning**
Unit 6	social group work- function and planning
Unit 7	social group work- social result
Unit 8	social group work- writing evelution
Unit 9	group leadership and development role of group worker
Unit 10	role of group worker
Block-3-	**social case work**
Unit 11	social case work-meaning and characteristics
Unit 12	social case work components-[person,place,problem,process
Unit 13	Principles of social case work scope of social case work
Unit 14	scope of social case work
Unit 15	clint worker relationship
Unit 16	writing in social case work
Block-4-	**process of social case work**
Unit 17	process of social case work
Unit 18	social diagnocis and treatment
Unit 19	social case work and evloution
Unit 20	Home Visit and Referral

Suggested Text Book Readings:
1-Methods of social work-prof D.k singh
2-samaj karya ki rannitiya-dr. rohit

This course can be opted as an elective by the students of following subjects:NA

Suggested equivalent online courses (MOOCs) for credit transfer: NA

Note: School may revise list of electronic media and other digital components in the curriculum time to time and shall be updated in website also.

Course Code: MSW-104(N)	Course Title: Social Work and social development

Course Objectives:
• To discuss basics of concept, content and process of social development

Course Outcomes:

CO1-Understand the concepts of society and culture.

CO2- Critically understand the concept, content and process of social development.

CO3-Develop the capacity to identify linkages between social needs, problems development issues and policies.

CO4- Locate strategies and skills necessary for social development and re- enforce values of social justice gender justice and equality

Credits: 4	Type of Course: Core
Category of Course	Value-added / employability
Max. Marks: 100	Min. Passing Marks: 36

Block 1	**Social work and other concept**
Unit 1	Social work and social welfare
Unit 2	Social work and social services
Unit 3	Social work and social reform
Unit 4	Social work and social change
Unit 5	Social work and social policy
Block 2	**History of social work in other country**
Unit 6	Historical development of social work in ingland
Unit 7	Social reform and charity organisation in ingland
Unit 8	Social security and reform in america
Unit 9	Historical development social work in America
Block 3	**Social work and development**
Unit 10	Social an cultural change: causes and Effect
Unit 11	Social Deviance:meaning and structure
Unit 12	Recent Social Changes in india
Unit 13	Interrelationship social work and feminisem
Unit 14	Modernization and post modernization in social work

Suggested Text Book Readings:

   1- Socal work and development-dr sanjay bhatt

   2- Social work and social change-dr rakesh

This course can be opted as an elective by the students of following subjects:NA

Suggested equivalent online courses (MOOCs) for credit transfer: NA

Note: School may revise list of electronic media and other digital components in the curriculum time to time and shall be updated in website

Course prerequisites: Bachelor degree in Any subject		
Programme: **MSW**	Year: **First**	Semester: **First**
Subject: **Social Work**		
Course Code: **MSW-105N**	Title: **Research Methodology**	

Course Objectives:

The objective is to inculcate in the students the spirit to scientific inquiry and critical thinking through methodological rigour and disciplined objectivity. It is designed specifically to prepare students for further exploration while working for Ph.D. degree formally or engaging with the society as informed citizenry

Course Outcomes:

This course will enable students to engage in research work with better understanding of tools and techniques and better exposure to wider world of intellectual churning. It will equip them with cutting edge in tracking NET Examination where methodology occupies major share of compulsory part of syllabus.

Credits: 0**4**	Type of Course: Core/Elective
Category of Course (Please mention category of course; It may have more than one option)	Awareness/ life skills / soft skills/ value- added / employability/ entrepreneurship/ skill development/MOOCs or OER
Max. Marks: 100	Min. Passing Marks: 36

(Syllabi should be framed block wise/unit wise; No of blocks and units may change)

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Suggested Text Book Readings:

Goode, William and Hatt, Methods in Social Research, 1952

S Sarantakos, Social Research,1993, P. Sprdley, Participant Observation, 1980

J Loffland and L H Loffland, Analyzing Social Setting, 1995

This course can be opted as an elective by the students of following subjects:

Suggested equivalent online courses (MOOCs) for credit transfer:

Electronic media and other digital components in the curriculum:

Choose any one or more than: (Electronic Media: Audio/Video Lectures, Online Counseling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/ Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic anddigital contents)

Name of electronic media	Year of incorporation

Note: School may revise list of electronic media and other digital components in thecurriculum time to time and shall be updated in website also.

Course prerequisites: Bachelor degree in Any subject		
Programme: MSW	Year: 1	Semester: 1
Subject: Social work		
Course Code: MSW-106(N)	Course Title: Labour welfare and human resourse management	

Course Objectives:
• To discuss basics of good human being in the society with Good Human Values, Ethics
and Principles and have a concern over the society

Course Outcomes:
CO1: The students will be enriched with the basic conceptual orientation on various Social
Workconcepts required for their better practice.
CO2: The students will be enriched with various techniques, skills, approaches and model of Social
Work practice which expands the employment opportunities.
 CO3: The students will have the knowledge and capacity to establish their own business.
 CO4: The students will become a good human being in the society with Good Human Values, Ethics
and Principles and have a concern over the society
CO5: The students will have a diverse Technical Knowledge on Acts and Legislation related to
Social, Industrial and Psychiatric for better service, Advocacy & Employment

Credits: 4	Type of Course: Core
Category of Course	Value-added / employability
Max. Marks: 100	Min. Passing Marks: 36

Block 1	**Trade union and industrial relationship**
Unit 1	Concept and objective of trade union
Unit 2	Trade union leadership and function
Unit 3	Historical development of trade union
Unit 4	concept and objective of industrial relationship
Unit 5	Efective causes of industrial relationship
Unit 6	Industrial distubute
Block 2	**Labour Welfare and collective bargaining**
Unit 7	Philosphy of labour welfare
Unit 8	Principle of labour welfare

Unit 9	Programme of labour welfare in india
Unit 10	Objective of collective bargaining
Unit 11	Types of collective bargaining
Block 3	**Human recourse management and Act**
Unit 12	Industrial dispute Act 1947
Unit 13	Industrial employment act 1946
Unit 14	Trade union Act 1926
Unit 15	Accident and insurance act 1963
Unit 16	Maternity Facility act 1961

Suggested Text Book Readings:
1- Labour welfare and management-dr.a.n singh
2- labour welfare and human resourse management-dr.d.k singh

This course can be opted as an elective by the students of following subjects:NA

Suggested equivalent online courses (MOOCs) for credit transfer: NA

Note: School may revise list of electronic media and other digital components in the curriculum time to time and shall be updated in website also.

Course prerequisites: Bachelor degree in Any subject		
Programme: MSW	Year: 1	Semester: 1
Subject: Social work		
Course Code: MSW-107(N)	Course Title: Social Policy,Planning & Development	
Course Objectives: • To discuss basics of advanced practice planning and policy practice in a range of settings		
Course Outcomes: CO1-A foundation of knowledge, skills, ethics and values essential for work with individuals, families, groups, communities and organizations CO2-A concentration that prepares students for advanced practice in clinical social work or social work administration, planning and policy practice in a range of settings CO3-To apply the profession's values and ethical principles CO4-The implications of diversity by through education on identifying cultural strengths and ways to counteract individual and institutional prejudice, oppression and discrimination CO5-To use research methods to analyze and critically evaluate professional practice, programs and service delivery systems CO6-Advocacy and involvement in advocacy to affect social and economic justice		
Credits: 4	Type of Course: Core	
Category of Course	Value-added / employability	
Max. Marks: 100	Min. Passing Marks: 36	

Block 1	concept and process of social Policy
Unit 1	Concept and process of social Policy-meaning,objective and scope
Unit 2	Indian constitution and social policy
Unit 3	International declarations and social policy
Unit 4	Social policy and social welfare
Unit 5	Social welfare policy-women,child and youth policy
Unit 6	health family welfare and population policy
Block 2	**Social Planing**
Unit 7	Social concept of social planning, objective and types
Unit 8	Interrelationship between social planning and economic planning
Unit 9	Social planning process in india
Unit 10	Affecting Factors of social planning
Unit 11	Five years plans and social planning
Unit 12	Public participation in social planning
Block 3	**Social Development**
Unit 14	Social development-cocept,objective and types
Unit 15	Social process of social development
Unit 16	Social positive and negative aspects of social development
Unit 17	Sustainabl development
Unit 18	Social movement and social development

Suggested Text Book Readings:
1- policy planning and development-dr.p.d mishra
2- policy planning and development-dr. Vivek singh

This course can be opted as an elective by the students of following subjects:NA

Suggested equivalent online courses (MOOCs) for credit transfer: NA

Note: School may revise list of electronic media and other digital components in the curriculum time to time and shall be updated in website also.

Course prerequisites: Bachelor degree in Any subject			
Programme: MSW		Year: 1	Semester: 1
Subject: Social work			
Course Code: MSW-108 (N)		Course Title: Social Research & Statistics	

Course Objectives:
• To discuss basics purpose of social work research .

Course Outcomes:
CO1-To know the meaning, definition and purpose of social work research.
CO2-To understand the concept of social research and its relationship with social work research.
CO3-To understand the meaning nature and characteristics of scientific method. -To cognize the purpose and steps in research process.
 CO4-To know about the concepts and how they are operationalised
CO5-To understand the variables and their types.

Credits: 4	Type of Course: Core
Category of Course	Value-added / employability
Max. Marks: 100	Min. Passing Marks: 36

Block 1	**Social Research concept and Process**
Unit 1	Social Research:concept and nature
Unit 2	Steps of social Research
Unit 3	Determination of problem and subject
Unit 4	Research design & meaning and types
Unit 5	Hypothesis meaning and needs
Unit 6	Sources of hypothesis
Unit 7	Sampling
Unit 8	Types of sampling
Block 2	**sampling fact collection and analysis**
Unit 9	Types of facts
Unit 10	Sources of facta collection
Unit 11	survey goals and features
Unit 12	procedures of collecting facts- questionnaire,observation,interview,schedule,case study
Unit 13	Mesearment & Scaling
Unit 14	Classification and analysis of deta
Block 3	**statistical experiment and Research report**
Unit 15	Statics- meaning and limitations
Unit 16	Use of statics n social work

Unit 17	Statics mean, median, mode
Unit 18	Research report outline
Unit 19	Types of Research report
Unit 20	Subject matter of Research report

Suggested Text Book Readings:
1-social research-dr.A.N sngh
2-social research ant statistics-dr.d.k singh

This course can be opted as an elective by the students of following subjects:NA

Suggested equivalent online courses (MOOCs) for credit transfer: NA

Note: School may revise list of electronic media and other digital components in thecurriculum time to time and shall be updated in website also.

Course prerequisites: Bachelor degree in Any subject			
Programme: MSW		Year: 1	Semester: 1
Subject: Social work			
Course Code: MSW-109(N)		Course Title: Social welfare administration	

Course Objectives:

• To discuss basics of work or social work administration

Course Outcomes:

CO2-A concentration that prepares students for advanced practice in clinical social work or social work administration, planning and policy practice in a range of settings

CO3-To apply the profession's values and ethical principles

CO4-The implications of diversity by through education on identifying cultural strengths and ways to counteract individual and institutional prejudice, oppression and discrimination

Credits: 4	Type of Course: Core
Category of Course	Value-added / employability
Max. Marks: 100	Min. Passing Marks: 36

Block 1	**Social welfare administration**
Unit 1	Social work Administration: Meaning,Priciple and functions
Unit 2	Organization, policy making and planing
Unit 3	Decision making,communication
Unit 4	Financial Administration,Monitoring and Evaluation
Block 2	**Human rights and social justice**
Unit 5	Concept of human rights and social justice
Unit 6	Fundamental rights and Indian constitution
Unit 7	Directive Principles of state policy
Unit 8	Social Justice: concern and social welfare
Unit 9	Human rights and right to welfare
Block 3	**Social Legislation**
Unit 10	Objectives,scope and evaluation of Various social legislation as instruments of social change
Unit 11	Social law and slums
Unit 12	Protection of environment
Unit 13	Consumer protection
Unit 14	Unorganized Labour
Unit 15	Types of Social work Administration and its weaknesses in india

Suggested Text Book Readings:
1- Social administration- dr.vivek singh
2- Socal administration and law –dr.ruchi pathak

This course can be opted as an elective by the students of following subjects:NA

Suggested equivalent online courses (MOOCs) for credit transfer: NA

Note: School may revise list of electronic media and other digital components in thecurriculum time to time and shall be updated in website also.

Course prerequisites: Bachelor degree in Any subject		
Programme: **MSW**	Year:**First**	Semester: **Second**
Subject: **Social Work**		
Course Code: **MSW-110(N)**	Course Title: **Dissertation**	
Course Objectives: ➢ Dissertation is an important segment of concerned subject. ➢ Learners will have to select any topic of their interest field for dissertation work related to Ancient History ➢ They will submit their Dissertations on the topic related to Ancient History		
Course Outcomes: ➢ Learners will know the skill of Dissertation writing ➢ They will understand the practical knowledge of their concerned subject		
➢ After completing dissertation learners will submit their dissertation in the School of Social Sciences and also concerned on Regional centres for evaluation and award of marks. ➢ Evaluation and award of mark will be internal/external		
Credits: **4**	Type of Course: **Core**	
Max. Marks:**100**		

Course prerequisites: Bachelor degree in Any subject		
Programme: MSW	Year: 1	Semester: 1
Subject: Social work		
Course Code: MSW-111(N)	Course Title: Community Organization	

Course Objectives:

• To discuss of organizing and building relationships within communities and organizations;

Course Outcomes:

CO1-understanding the context of macro practice;
CO2-identifying community and organizational interventions to address social needs and problems;
CO3-organizing and building relationships within communities and organizations;
CO4-organization-based and community-based policy making, planning, and program development.

Credits: 4	Type of Course: Core
Category of Course	Value-added / employability
Max. Marks: 100	Min. Passing Marks: 36

Block 1-	**principles and function Community Organization**

Unit 1	Community Organization a:Nature and characteristics
Unit 2	Principles of Community Organization
Unit 3	Function and types of Community Organization
Unit 4	Skilles of Community Organization
Unit 5	Steps of Community Organization
Block 2	**community organization strategies**
Unit 6	Community organization strategies
Unit 7	Approaches of community organization
Unit 8	Community organization and networking
Unit 9	Role of social worker in community organization
Block 3	**social action**
Unit 10	Social action- concept and objective
Unit 11	Characteristics of social action
Unit 12	Steps of social action
Unit 13	Social action and social work
Unit 14	Social action and movement
Unit 15	Role of social worker in social action

Suggested Text Book Readings:
1- Community orgonization- dr.rohit mishra
2- Our Community and development- dr.rakesh

This course can be opted as an elective by the students of following subjects:NA

Suggested equivalent online courses (MOOCs) for credit transfer: NA

Note: School may revise list of electronic media and other digital components in the curriculum time to time and shall be updated in website also.

Course prerequisites: Bachelor degree in Any subject		
Programme: MSW	Year: 1	Semester: 1
Subject: Social work		
Course Code: MSW-112(N)	Course Title: Personality & Abnormal Behaviour	

Course Objectives:	
. • we develop schemas and attitudes to help us better understand and more successfully interact with others.	

: **Course Outcomes**

CO1-We use affect, behavior, and cognition to help us successfully interact with others.
CO2-Social cognition refers to our thoughts about and interpretations of ourselves and other people.
Over time, we develop schemas and attitudes to help us better understand and more successfully interact with others.
CO3-Affect refers to the feelings that we experience as part of life and includes both moods and emotions.
CO4-Social behavior is influenced by principles of reciprocal altruism and social exchange.

Credits: 4	Type of Course: Core
Category of Course	Value-added / employability
Max. Marks: 100	Min. Passing Marks: 36

Block 1	**Personality –meaning,steps and principles**
Unit 1	Personality-meaning and characteristics
Unit 2	Types and determination of personality
Unit 3	Inheritance and enviroment
Unit 4	Theory of personality- sigmend fryed, culle, attorank
Block 2	**personality development**
Unit 5	Emotions
Unit 6	Personality articulation and socialization
Unit 7	Motivation
Unit 8	Learning
Unit 9	Prejudice
Unit 10	Attitude
Unit 11	Believe
Unit 12	Conservatism
Block 3	**Normal and abnormal behaviour and Mental instability**
Unit 13	Normal and abnormal behaviour- concept and differences
Unit 14	Symptoms of abnormal behavior
Unit 15	Types of abnormal behavior
Unit 16	Manage mental imbalance
Unit 17	Introverted personality and Extroberted personality
Unit 18	Inconsistent fear

Unit 19	Mania and depression
Unit 20	Management of mental emotions

Suggested Text Book Readings:

1- abnormal behaviour- dr.anoop bhartya

2- abnormal behaviour and personalty-dr.d.k singh

This course can be opted as an elective by the students of following subjects:NA

Suggested equivalent online courses (MOOCs) for credit transfer: NA

Note: School may revise list of electronic media and other digital components in the curriculum time to time and shall be updated in website also.

	Course prerequisites: Bachelor degree in Any subject		
Programme: MSW		Year: 1	Semester: 1
Subject: Social work			
Course Code: MSW-113(N)		Course Title: Communication and Counselling	

Course Objectives:

• Convincing and compelling corporate materials

Course Outcomes:
CO1-Stronger decision-making and problem-solving
CO2-Upturn in productivity
CO3-Convincing and compelling corporate materials
CO4-Clearer, more streamlined workflow
CO5-Enhanced professional image
CO6-Sound business relationships

Credits: 4	Type of Course: Core
Category of Course	Value-added / employability
Max. Marks: 100	Min. Passing Marks: 36

Block 1	**communication and types of communication**
Unit 1	Communication- concept and characteristics
Unit 2	Communication- steps and methods
Unit 3	limits of communication
Unit 4	Communication formate
Unit 5	Principles of communication
Unit 6	Formal & Informal Communication
Unit 7	Oral and written communication
Unit 8	Direct and indirect communication
Unit 9	Modern means of communication
Block 2	**communication and media**

Unit 10	Media representation and documentation
Unit 11	Use of media in social work
Unit 12	Media strategies in social work
Unit 13	methods of institutional programmes
Unit 14	Steps of organized events or programmes
Unit 15	Types of organized programmes
Block 3	**Socal work and counselling**
Unit 16	Counselling- needs and meaning
Unit 17	Counselling- steps and methodology
Unit 18	Types of counselling
Unit 19	Approaches of counselling
Unit 20	Role of social work in social work counselling

Suggested Text Book Readings:
1- Approaches of counselling –dr anoop bhartiya
2- Communication-dr.DK singh

This course can be opted as an elective by the students of following subjects:NA

Suggested equivalent online courses (MOOCs) for credit transfer: NA

Note: School may revise list of electronic media and other digital components in the curriculum time to time and shall be updated in website also.

Course prerequisites: Bachelor degree in Any subject		
Programme: MSW	Year: 1	Semester: 1
Subject: Social work		
Course Code: MSW-114(N)	Course Title: Family Welfare and child development	

Course Objectives:
• To discuss basics of : Metal carbonyls, structure and bonding .

Course Outcomes:
CO1: Able to understanding of Stereochemistry and Bonding in Main Group Compounds
CO2: Able to understanding of Metal-Ligand bonding with crystal field theory and molecular orbital theory.
CO3: Metal carbonyls, structure and bonding
CO4: Able to understanding of Reaction Mechanism of Transition Metal Complexes
CO5: Metal-Ligand Equilibria in Solution

CO6: Metal Cluster	
Credits: 4	Type of Course: Core
Category of Course	Value-added / employability
Max. Marks: 100	Min. Passing Marks: 36

Block 1	**status and development of women**
Unit 1	Historical background of the status of women in india
Unit 2	Development and empowerment of women
Unit 3	Women policy
Unit 4	Programmes related of women development
Unit 5	Gender discrimination
Block 2	**problems related to women legal probisons related to women**
Unit 6	Dowry system
Unit 7	Domestic violence
Unit 8	Kidnapping and exploitation
Unit 9	Status of women workers
Unit 10	Family counselling canter
Unit 11	Dowry prohibition act
Unit 12	Immoral traffking act
Unit 13	Prohibitio sati act
Unit 14	Domestic violencea act
Block 3	**Child Development and legal probisons related to child**
Unit 15	Concept and steps of child development
Unit 16	Special child development - needs and problems
Unit 17	Child development programme and services
Unit 18	International declarations of child development
Unit 19	Child development prohibition act
Unit 20	Child labor prohibition act

Suggested Text Book Readings:

1- family welfare–dr anoop bhartiya
2- family and child welfare-dr.pratibha shukla

This course can be opted as an elective by the students of following subjects:NA
Suggested equivalent online courses (MOOCs) for credit transfer: NA

Note: School may revise list of electronic media and other digital components in thecurriculum time to time and shall be updated in website also.

Course prerequisites: Bachelor degree in Any subject		
Programme: **MSW**	Year:**Second**	Semester: **Third**
Subject: **Social Work**		
Course Code: **MSW-115(N)**	Course Title: **Dissertation**	
Course Objectives: ➢ Dissertation is an important segment of concerned subject. ➢ Learners will have to select any topic of their interest field for dissertation work related to Ancient History ➢ They will submit their Dissertations on the topic related to Ancient History		
Course Outcomes: ➢ Learners will know the skill of Dissertation writing ➢ They will understand the practical knowledge of their concerned subject		
➢ After completing dissertation learners will submit their dissertation in the School of Social Sciences and also concerned on Regional centres for evaluation and award of marks. ➢ Evaluation and award of mark will be internal/external		
Credits: **4**	Type of Course: **Core**	
Max. Marks:**100**		

Course prerequisites: Bachelor degree in Any subject		
Programme: MSW	Year: 1	Semester: 1
Subject: Social work		
Course Code: MSW-116(N)	Course Title Rural Society & Panchayati Raj Institutions in India	
Course Objectives: • To discuss basics of organization-based and community-based policy making, planning, and program development		
Course Outcomes: CO1-understanding the context of macro practice; CO2-identifying community and organizational interventions to address social needs and problems; CO3-organizing and building relationships within communities and organizations; CO4-organization-based and community-based policy making, planning, and program development.		
Credits: 4	Type of Course: Core	
Category of Course	Value-added / employability	
Max. Marks: 100	Min. Passing Marks: 36	

Block 1	**Indian rural community and social insttitutions**
Unit 1	Meening and charectersticitis of Indian rural community
Unit 2	Indian rural community-challanges and problems
Unit 3	models of Indian rural community
Unit 4	charectersticitis of joint and nuclear family
Unit 5	Pancayati raj system
Block 2	**Gram pancayat**
Unit 6	concept and charectersticitis of gram pancayat
Unit 7	modals and functions of gram pancayat
Unit 8	concept and charectersticitis of district pancayat
Unit 9	modals of district pancayat

Unit 10	community organization and social resourse managment
Block 3	**Pancayatiraj management**
Unit 11	functions of pancayti raj system
Unit 12	financial system of pancayti raj
Unit 13	Political and administrative system of pancayti raj
Unit 14	Pancayti raj system -problems
Unit 15	People partipation of rural rehabilation
Unit 16	Role of government and non government in rural development
Unit 17	Rural development in five years plans

Suggested Text Book Readings:

1-bharat me pancayatiraj- dr-prmod agrawal
2-rural development- prof,atul singh

This course can be opted as an elective by the students of following subjects:NA

Suggested equivalent online courses (MOOCs) for credit transfer: NA

Note: School may revise list of electronic media and other digital components in the curriculum time to time and shall be updated in website also.

Course prerequisites: Bachelor degree in Any subject		
Programme: MSW	Year: 1	Semester: 1
Subject: Social work		
Course Code: MSW-117(N) Course Title: Dimensions of Health & MedicalSocial Work		
Course Objectives: • To discuss basics of various psychological parameters .		
Course Outcomes: CO -1 Recall and record the concepts, scope and nature of psychology as a discipline CO -2 Recall and relate the concepts of various psychological parameters CO -3 Distinguish and differentiate the parameters in applying for therapeutic purposes CO -4 Construct the personality theories into the conte		
Credits: 4	Type of Course: Core	
Category of Course	Value-added / employability	
Max. Marks: 100	Min. Passing Marks: 36	
Block 1	**Medical social work and health**	

Unit 1	Meening and Cocept of medical social work
Unit 2	charectersticitics of of medical social work
Unit 3	Needs of medical social work
Unit 4	Skills and principle of medical social work
Unit 5	Elements of good health
Block 2	**Effective elements of good health**
Unit 6	Mental tensions
Unit 7	Air pollution
Unit 8	Noice pollution
Unit 9	Water pollution
Unit 10	smocking
Unit 11	Life style
Block 3	**Role of medcal social worker**
Unit 12	Role of medical social worker in government hospital
Unit 13	Role of medical social worker in private hospital
Unit 14	Role of medical social worker in councelling centers
Unit 15	Role of medical social worker in rehabilation centers
Unit 16	Yoga and health

Suggested Text Book Readings:

1- Human physiology-chattergees
2- swasthya manovigyan-dr.vikash kumar

This course can be opted as an elective by the students of following subjects:NA

Suggested equivalent online courses (MOOCs) for credit transfer: NA

Note: School may revise list of electronic media and other digital components in the curriculum time to time and shall be updated in website also.

Course prerequisites: Bachelor degree in Any subject		
Programme: MSW	Year: 1	Semester: 1
Subject: Social work		

Course Code: MSW-118(N)	Course Title: Human Resource Management

Course Objectives:
• To discuss basics of Categorize the dynamism of change management .

Course Outcomes:
CO -1 Recognize insights into basic management concepts.
CO -2 Identify and restate the importance of planning in managing the organizations
CO -3 Interpret the importance of organizing and supervision.
CO -4 Categorize the dynamism of change management.
CO -5 Restate the area of Quality of work life
CO -6 Reproduce the concept and scope of social work methods in Industries

Credits: 4	Type of Course: Core
Category of Course	Value-added / employability
Max. Marks: 100	Min. Passing Marks: 36

Block 1	**Human Resource Planning**
Unit 1	Approaches to Human Resource Planning and importance
Unit 2	Needs and objective of Human Resource Planning
Unit 3	Types of Human Resource Planning and importanc
Unit 4	Human Resource Planning system
Unit 5	Human Resource Planning prosess
Unit 6	Diminisons of human Resource Planning
Block 2	**Human Resource management and career planning**
Unit 6	benefits of Human Resource Planning
Unit 7	Barriars of Human Resource Planning
Unit 8	Importance of career planning
Unit 9	Needs of career planning
Unit 10	Human Resource managment and career planning
Unit 11	prosses of career planning
Block 3	**Human Resource development**
Unit 12	Role of HRD
Unit 13	Events of human resourse management
Unit 14	Role of line maneger in human resourse management
Unit 15	Eveloution and fuctions of human resourse management
Unit 16	diversity of human resourses

Suggested Text Book Readings:
1-manav sansadhan prabandhan-sahitya bhawan publication

2-human resourse management-dr-F.C sharma

This course can be opted as an elective by the students of following subjects:NA

Suggested equivalent online courses (MOOCs) for credit transfer: NA

Note: School may revise list of electronic media and other digital components in the curriculum time to time and shall be updated in website also.

Syllabus for M.A. Social Work (MSW)

Course prerequisites: Bachelor degree in Any subject		
Programme: MSW	Year: 1	Semester: 1
Subject: Social work		
Course Code: MSW-119(N)	Course Title: Disaster Management	

Course Objectives:

• To discuss basics of Create strategies for developing Environment Consciousness .

Course Outcomes:

CO -1 Demonstrate insights into the various perspectives of Ecology and Environment
CO -2 Re-state an understanding in the areas of Development process in the environment
CO -3 Sketch the areas of Environmental issues.

Credits: 4	Type of Course: Core
Category of Course	Value-added / employability
Max. Marks: 100	Min. Passing Marks: 36

Block 1	**Natural calamity**
Unit 1	Cyclones
Unit 2	Earth Quakes
Unit 3	Drough
Unit 4	Floods
Unit 5	Volcanic Eruptions
Unit 6	Climate Change: Global
Block 2	**Measures to reduce natural disaster**
Unit 7	Rain harvesting
Unit 8	Increase vegetative cover

Unit 9	Promote water save program	
Unit 10	Adopt drought resilient varieties	
Unit 11	Use alternative crops	
Unit 12	Capacity building of communities	
Block 3	**Disaster Management**	
Unit 13	Political process	
Unit 14	Technical process	
Unit 15	Sociol-educational process	
Unit 16	Humanitarian process	

Suggested Text Book Readings:
1- Aapda prabandhan-sivendra singh
2- Aapda prabandhan-Dr.prasant singh

This course can be opted as an elective by the students of following subjects:NA

Suggested equivalent online courses (MOOCs) for credit transfer: NA

Note: School may revise list of electronic media and other digital components in thecurriculum time to time and shall be updated in website also.

Course prerequisites: Bachelor degree in Any subject		
Programme: **MSW**	Year: **Second**	Semester: **Fourth**
Subject: **Social Work**		
Course Code: **MSW-120(N)**	Course Title: **Viva-Voce**	
Course Objectives: ➤ Viva-Voce is an important segment of concerned subject. ➤ To be evaluated through viva-voce by concerned subject experts ➤ To assess the learners ability to communicate with other persons ➤ To identify and analyse the learners presence of mind.		
Course Outcomes: ➤ They will understand the practical knowledge of their related subject Learners will be familiar with various aspects of the course and personal skills. ➤ They will be familiar with their strength and weakness. ➤ Evalution and award of mark will be internal/external		
Credits: **4**	Type of Course: **Core**	
Max. Marks:**100**		

APPENDIX-II
Guidelines for Research Project/Dissertation

MASW

(M.A. Social Work –(100 marks)

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(Desertation work based on Area and Social problem)

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PROGRAMME PROJECT REPORT

Master of Arts in Political Science

(2 Year)

(In Accordance with NEP-2020)

School of Social Sciences

U. P. Rajarshi Tandon Open University, Prayagraj

Content

1. Master Degree Programme:

The National Education Policy (NEP) 2020 envisions a new vision that enables an individual to study one or more specialized areas of interest at a deep level, and also develops capabilities across arrange of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. The NEP 2020 focuses on the formulation of expected learning outcomes for all higher education programmes. It states that "National Higher EducationQualificationsFramework (NHEQF)" shall be along with the National Skills Qualifications Framework (NSQF) to ease the integration of vocational education into higher education. It also points out that higher education qualifications leading to a degree/diploma/certificate shall be described by the NHEQF in terms of Outcome Based Education (OBE). The design of M.A. in Political Science programme in line with NHEQF offers opportunities and avenues to learn core subjects but also to explore additional avenues of learning beyond the core subjects for holistic development to a learner. The uniform grading system will also enable potential employers in assessing the performance of the learner. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on learner's performance in examinations, guidelines framed by the UGC are followed. Hence, adoption of NHEQF helps to overcome the gap between university degree and employability by introducing skills and competencies in the graduates.

2. M.A. – Political Science:

Political Science is study of politics. The origin of Political Science as an independent branch of study is very old. In western societies it can be traced back to the ancient Greek era. In oriental society like India it can be traced back even more in the past. As a branch of study Political Science contributes in the betterment of life and society. Therefore, Political Science as a subject has very important and relevant role to play in the world in genral and in developing society like India in particular. Master of Arts in Political Science is a Post graduate Programme which gives the comprehensive and analytical knowledge of the subject through teaching, learning, research and extension activities to the learners. Through inculcating the critical and strong understanding of the subject this Programme aims to provide learners' knowledge, skill, attitude and values-based education for leading a meaningful life and contributing to Nation building.

2.2.1 Programme's Mission and Objectives

Mission:

The department of Political Science programme objective to establish a centre of excellence in Political studies. That brings knowledge relevant for global society and opportunities to the learners. It also mission to achieve international prestige and develop interdisciplinary research focus on the study of Political Science Programme.

Objectives:

- To increase knowledge of the discipline of Political Science, its principal theoretical frame works and applications, conceptual vocabulary, the methods of inquiry, major subfields of the study and its relation with the other Social Sciences.

- To familiarize students with the theoretical foundations of the subject and diverse streams of Indian and Western Political Thought, focusing on both Classical and Modern Political Thought.

- To increase understanding of the functioning of the political systems around the world and their historical, philosophical, constitutional and legal foundations.

- To impart knowledge about the Indian constitution and Indian Political System.

- To enhance understanding of International Relations focusing on the theories, institutions and processes, major developments and contemporary issues. There is an emphasis on the study of different international regions like South Asia and West Asia.

- To enhance quality research in areas of contemporary relevance such as gender, minorities and weaker sections of society, environment, energy, terrorism and human rights.

2.2.2 Relevance of the programme with HEI 'S mission and goals:

U.P. Rajarshi Tandon Open University was established in 1999, this university has a distinctive academic profile that blends itself to rural ethos and modern spirit. It has 22 PG Programme and 17 U.G. Programme is Running under the different Schools in the various faculties ie. Arts, Science, Commerce, Education. University has 12 Regional Centres and also1330 Study Centres in different District of U.P.

M.A. in Political Science is a two-year programme which is designed with the objective of equipping learners to cope with the emerging trends and challenges in the social domain.

Incongruence with goals of the University the programme also focuses to provide skilled man power to the society to meet global demands. The Programme is designed in such a manner so that a successful learner can go for further higher studies as well as join the executive or academia. This Course provides opportunity of emplyment in the different government and non-government sector.

2.2.3 NATURE AND PROSPECTIVE TARGET GROUP OF LEARNERS:

Master of Arts in Political Science Programme is targeted to all individuals looking to earn a post graduation degree for employment, further higher education, promotion in career and professional development.and also designed with this spirit so that learners prepare them as good faculty in higher education institutions, successful government administrators, officers and professional communication. It is also intended to achieve in the future practitioners an in-depth and critical thinking of professional ethics and capabilities to analyze and express in practice.

2.2.4 APPROPRIATENESS OF PROGRAMME TO BE CONDUCTED IN OPEN AND DISTANCE LEARNING MODE TO ACQUIRE SPECIFIC SKILLS AND COMPETENCE:

Learning outcomes after Level 8		
Learning Outcomes	Elements of Descriptors	Level 8 Bachelor' Degree (Research)
LO1	Knowledge and understanding	Advanced knowledge about a specialized field of enquiry, with depth in one or more fields of learning within a broad multidisciplinary/interdisciplinary context. • A coherent understanding of the established methods and techniques of research and enquiry applicable to the Political Science.
LO2	Skills required to perform and accomplish tasks	a range of cognitive and behavioural skills required for performing and accomplishing complex tasks relating to the Political Science, • cognitive and behavioural skills relating to the established research methods and techniques,
LO3	Application of knowledge and	apply the acquired advanced practical and/or theoretical knowledge and a range of cognitive and

	skills	practical skills to analyse the quantitative and qualitative data gathered drawing on a wide range of sources for identifying problems and issues relating to the Political Science, • apply advanced knowledge relating to research methods to carryout research and investigations to formulate evidence-based solutions to complex and unpredictable problems.
LO4	Generic learning outcomes	listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences, • communicate technical information and explanations, and the findings/results of the research studies relating to specialized fields oflearning • present in a concise manner one's views on the relevance and applications of the findings of research and evaluation studies in the context of emerging developments and issues. • pursue self-paced and self- directed learning to upgrade knowledge and skills that will help accomplish complex tasks and pursue higher level of education and research.
LO5	Constitutional, humanistic, ethical and moral values	• Embrace and practice constitutional, humanistic, ethical, and moral values in one's life. • adopt objective, unbiased, and truthful actions in all aspects of work related to the chosen field(s) of learning and professional practice.
LO6	Employment ready skills, and entrepreneurship skills and mindset	• Managing complex technical or professional activities or projects, requiring the exercise of full personal responsibility for output of own work as well as for the outputs of the group as a member of thegroup/team. • exercising supervision in the context of work

		having unpredictable changes.

Learning outcomes after Level 9		
Learning Outcomes	**Elements of Descriptors**	**Level 9** (Master of Arts in Political Science)
LO1	Knowledge and understanding	Advanced knowledge about a specialized field of enquiry with a critical understanding of the emerging developments and issues relating to one or more fields of learning, • advanced knowledge and understanding of the research principles, methods, and techniques applicable to the Political Science, • procedural knowledge required for performing and accomplishing complex and specialized professional tasks relating to teaching, and research an development.
LO2	Skills required to perform and accomplish tasks	advanced cognitive and technical skills required for performing and accomplishing complex tasks related to the Political Science, • advanced cognitive and technical skills required for evaluating research findings and designing and conducting relevant research that contributes to the generation of new knowledge, • specialized cognitive and technical skills relating to a body of knowledge and practice to analyse and synthesize complex information and problems.
LO3	Application of knowledge and skills	Apply the acquired advanced theoretical and/or technical knowledge about a specialized field of enquiry or professional practice and a range of cognitive and practical skills to identify and analyse problems and issues, including real-life problems, associated with the Political Science.
LO4	Generic learning outcomes	Listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences,

		• communicate, in a well-structured manner, technical information and explanations, and the findings/ results of the research studies undertaken in the Political Science, • meet one's own learning needs relating to the chosen fields of learning, work/vocation, and an area of professional practice, • pursue self-paced and self- directed learning to upgrade knowledge and skills, including research-related skills, required to pursue higher level of education and research.
LO5	Constitutional, humanistic, ethical and moral values	embrace and practice constitutional, humanistic, ethical and moral values in one's life, adopt objective and unbiased actions in all aspects of work related to the chosen fields/subfields of study and professional practice, • participate in actions to address environmental protection and sustainable development issues
LO6	Employment ready skills, and entrepreneurship skills and mindset	adapting to the future of work and responding to the demands of the fast pace of technological developments and innovations that drive shift in employers' demands for skills, particularly with respect to transition towards more technology-assisted work involving the creation of new forms of work and rapidly changing work and production processes. • exercising full personal responsibility for output of own work as well as for group/ team outputs and for managing work that are complex and unpredictable requiring new strategic approaches

2.2.5 Instructional Design:

2.5.1- 2-year M.A. – Political Science Programme Structure

The University follows the credit system in all its programmes. One credit is equal to 30 hours of learner's study time which is equivalent to 15 lectures in conventional system. To earn a Master's Degree; a learner has to earn 80 credits in minimum four semesters (two years) with 20 credits per semester. For earning 80 credits, a learner has to go through the following Programme Structure.

Programme Structure of M.A –Political Science under NHEQF

Level	Year	Sem.	Core Course-1	Core Course-2	Core Course-3	Core Course-4	Viva-Voce/ Research Project/ Dissertation	Total Credit
8	1	First	4	4	4	4	4	20
		Second	4	4	4	4	4	20
9	2	Third	4	4	4	4	4	20
		Fourth	4	4	4	4	4	20
Total Credit			16	16	16	16	16	80

Explanation of terms used for categorization of courses:

A. Course 1 to 4: A course, which should compulsorily be studied by a learner as a core requirement is termed as a Core course.

B. Dissertation: A course designed to acquire special/advanced knowledge, such as supplement study/support study to a dissertation, and a learner studies such a course on his own with an advisory support by a counsellor/faculty member.

2.5.2 Course curriculum: The details of syllabus are given in Appendix-I
2.5.3 Language of Instruction: Hindi/English. However, learner can write assignment and give Term End Examination (TEE) either in Hindi or English.
2.5.4 Duration of the Programme:
      Minimum duration in years: 02   Maximum duration in years: 04

2.5.5 Faculty & Support Staff: Director (1), Associate Professor (1), Assistant Professor (1), Assistant Professor (Contratual) (1) and support staff (2)

2.6 Instructional Delivery Mechanisms

The Open University system is more learner-oriented, and the student is an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to-face communication. The University follows a multi-media approach for instruction. It comprises of:

• self-instructional printed material (Self Learning Material)

• audio and video lectures

• face-to-face counselling

- assignments

- laboratory work

- Project work in some courses

- teleconference/web conference

- Web Enabled Academic Support Portal

- e-GYANSANGAM (Open Educational Repository): http://gyansangam.uprtou.ac.in

- e-GYANARJAN: Its a Learning Management System based on Moodle (http://gyanarjan.uprtou.ac.in) to aid the learner through web conferencing, sharing of learning resources, counselling classes etc.

2.6.1 Self Learning Materials (SLM)

The Self Learning Material (SLMs) is prepared in line with the UGC guidelines on preparation of SLMs. The prepared study materials are self-instructional in nature. The course material is divided into blocks. Each block contains a few units. Lessons, which are called Units, are structured to facilitate self-study. The units of a block have similar nature of contents. The first page of each block indicates the numbers and titles of the units comprising the block. In the first block of each course, we start with course introduction. This is followed by a brief introduction to the block. After the block introduction, emphasis is given on contribution of ancient Indian knowledge into that specific course. Next, each unit begins with an introduction to talk about the contents of the unit. The list of objectives is outlined to expect the learning based outcome after working through the unit. This is followed by the main body of the unit, which is divided into various sections and sub-sections. Each unit is summarized with the main highlights of the contents. Each unit has several "Check Your Progress" Questions and Terminal Questions /exercises. These questions help the learner to assess his/her understanding of the subject contents. At the end of units, additional references/books/suggested online weblink for MOOCs/Open Educational Resources for additional reading are suggested.

2.6 Audio and Video lectures

Apart from SLM, audio and video lectures have been prepared for some courses. The audio- video material is supplementary to print material. The video lectures are available at YouTube channel of university (https://www.youtube.com/channel/UCj2XTEB6iCZwwIqmKw_jzYg).

2.6.3 Counselling classes

The face to face (F2F) counselling classes are conducted at head quarter and study centers. The purpose of such a contact class is to answer some of questions and clarify the doubts of learner

which may not be possible through any other means of communication. Well experienced counsellors at study centers provide counselling and guidance to the learner in the courses that (s) he has chosen for study. The counselling sessions for each of the courses will be held at suitable intervals throughout the whole academic session. The time table for counselling classes are displayed at head quarter as well as by the coordinator of study center, however, attending counselling sessions is not compulsory. It is noted that to attend the counselling sessions, learner has to go through the course materials and note down the points to be discussed as it is not a regular class or lectures.

2.6.4 Assignment

The purpose of assignments is to test the comprehension of the learning material that learner receives and also help to get through the courses by providing self-feedback to the learner. The course content given in the SLM will be sufficient for answering the assignments. Assignments constitute the continuous evaluation component of a course. The assignments are available at the SLM section of the home page of university website. In any case, learner has to submit assignment before appearing in the examination for any course. The assignments of a course carry 30% weightage while 70% weightage is given to the term- end examination (TEE). The marks obtained by learner in the assignments will be counted in the final result. Therefore, it is advised to take assignments seriously. However, there will be no written assignments for Lab courses.

2.6.6 Teleconference/web conference,

Teleconference/web conference, using done through ZOOM/webex in form of online special counselling sessions is another medium to impart instruction to and facilitate learning for a distance learner. The students concerned would be informed about the teleconferencing schedule and the place where it is to be conducted by sending bulk SMS.

2.6.7 Web Enabled Academic Support Portal

The University also provides Web Enabled Academic Support Portal to access the course materials, assignments and other learning resources.

2.6.8 e- GYAMSANGAM

The e-GYAMSANGAM (UPRTOU-OER REPOSITORY) is an open access platform for educational resources that rely on the concept of 5Rs namely; Reuse Revise, Remix Retain and Redistribute. Uttar Pradesh Rajarshi Tandon Open University in support with Commonwealth Educational Media Centre for Asia initiated the implementation of philosophy behind the NEP-2020 to provide equitable use of technology to support learners

(SDG4). This not only ensure inclusive and equitable quality education opportunities but also provide faculty to repurpose high quality open educational resources (OER) such that innovative, interactive and collaborative learning environment is built. UPRTOU believes the philosophy of Any body (reaching to last person of the society) and facilitate the learner by providing Self Learning Materials, Lecture Notes, Audio/video Lectures, Assignments, Course materials etc. through face-to-face mode as well as distance mode. This e-GYANSANGAM depository will fulfill the educational facilities through equitable use of technology to the learners.

Objectives

• To provide low-cost access model for learners. To foster the policy of reaching to unreached.

• To break down barriers of affordability and accessibility of educational resources.

• To give faculty the ability to customize course materials for learners.

• To provide equal access to affordable technical, vocational and higher education resources (SDG 4.3).

• To provide ubiquitous access to anyone. This will facilitate the quick availability of educational resources and reduces time.

• To supplement Self Learning Material (SLM).

• To reduce the mentor-mentee gap as depository provide access to number of local access as well as global access to educational resources

2.6.9 e-GYANARJAN: It's a Learning Management System based on Module (http://gyanarjan.uprtou.ac.in) to aid the learner through web conferencing, sharing of learning resources, counselling classes etc.

2.6.10 Learner Support Services Systems

(a) Study Centre

A Study Centre has following major functions:

(i) Counselling is an important aspect of Open University System. Face to face contact-cum-counselling classes for the courses will be provided at the Study Centre. The detailed programme of the contact-cum-counselling sessions will be sent to the learner by the Coordinator of the Study Centre. In these sessions learner will get an opportunity to discuss with the Counsellors his/her problems pertaining to the courses of study.

(ii)Evaluation of Assignments: The evaluation of Tutor Marked Assignments (TMA) will be done by the Counsellors at the Study Centre. The evaluated

assignments will be returned to the learner by the Coordinator of Study Centre with tutor comments and marks obtained in TMAs. These comments will help the learners in his/her studies.

(iii) Library: Every Study Centre will have a library having relevant course materials, reference books suggested for supplementary reading prepared for thecourse(s).

(iv) Information and Advice: The learner will be given relevant information about the courses offered by the University. Facilities are also provided to give him/her guidance in choosing courses.

(v) Interaction with fellow-students: In the Study Centre learner will have an opportunity to interact with fellow students. This may lead to the formation of self-help groups.

b) Learner Support Services (LSS)

The University has formed an LSS cell at the head quarter. The LSS cell coordinate with the Study Centre to get rid of any problem faced by the learners

2.7 Procedure for admissions, curriculum transaction and evaluation

2.7.1 Admission Procedure

(a) the detailed information regarding admission will be given on the UPRTOU website and on the admission portal. Learners seeking admission shall apply online.

(b) Direct admission to 2-year M.A. (Political Science) program is offered to the interested candidates.

(c) Eligibility: Bachelor degree.

(d) Medium of Instruction: Hindi/English.

2.7.2 Programme Fee: Rs. **8200** per year. The fee is deposited through online admission portal only.

2.7.3 Evaluation

The evaluation consists of two components: (1) continuous evaluation through assignments, and (2) term-end examination. Learner must pass both in continuous evaluation as well as in the term-end examination of a course to earn the credits assigned to that course. For each course there shall be one written Terminal Examination. The evaluation of every course shall be in two parts that is 30% internal weightage through assignments and 70% external weightage through terminal exams.

a) **Theory course Max. Marks**

Terminal Examination- 70
Assignment   - 30
Total 100

(b) **Practical course: Max. Marks**
Terminal Practical Examination 100

The following 10-Point Grading System for evaluating learners' achievement is used for CBCS programmes:

10-Point Grading System in the light of UGC-CBCS Guidelines

Letter Grade	Grade Point	% Range
O (Outstanding) 100- 91	10	91-100
A+ (Excellent)	9	81-90
A (Very Good)	8	71-80
B+ (Good)	7	61-70
B (Above Average)	6	51-60
C (Average	5	41-50
P (Pass)	4	36-40
NC (Not Completed)	0	0-35
Ab (Absent)	0	----
Q	Qualified	Applicable only for Non-Credit
NQ	Not Qualified	courses

Learner is required to score at least a 'P' grade (36% marks) in both the continuous evaluation (assignments) as well as the term-end examination. In the overall computation also, learner must get at least a 'P' grade in each course to be eligible for the M.A. degree.

Computation of CGPA and SGPA

(a)   Following formula shall be used for calculation of CGPA and SGPA

For jth semester $$SGPA\ (S_j) = \Sigma\ (C_i * G_i)/\ \Sigma\ C_i$$	where, C_i = number of credits of the ith course in jth semester G_i= grade point scored by the learner in the ith course in jth semester.
$$CGPA = \Sigma\ (C_j * S_j)/\ \Sigma\ C_j$$	where, S_j = SGPA of the jth semester C_j = total number of credits in the jth semester

The CGPA and CGPA shall be rounded off up to the two decimal points. (For e.g., if a learner obtained 7.2345, then it will be written as 7.23 or if s(he) obtained 7.23675 then it be will written as 7.24) CGPA will be converted into percentage according to the following formula Equivalent Percentage=9.5.

(b) Award of Division
The learner will be awarded division according to the following table:

Division	Classification
1st Division	6.31 or more and less than 10 CGPA
2nd Division	4.73 or more and less than 6.31 CGPA
3rd Division	3.78 or more and less than 4.73 CGPA

2.7.4 Multiple Entry and Multiple Exit options

The 2-year M.Sc. programme is an Outcome-Based Education (OBE) for qualifications of different types. The qualification types and examples of title/nomenclature for qualifications within each type are indicated in Table 1.

Table 1				
Level	Qualification title	Programme duration	Entry Option	Exit option
Level 8	B.A. (Research) or PG Diploma in Political Science.	Programme duration: First year (first two semesters) of the M.A. programme.	Bachelor degree	**Exit** Awarded with Bachelor's Degree (Research) for 4 year programme *OR* Exit awarded with PG Diploma in Political Science.
Level 9	Master of Arts in Political Science	Programme duration: Two years (Four semesters) of the M.A. programme	B.A. (Research) OR PG Diploma in Political Science	**Exit** awarded with Master of Arts in Political Science

2.8 Requirement of the laboratory support and Library Resources:

The practical sessions are held in the science laboratories of the Study Centre. In these labs, the learner will have the facility to use the equipment and consumables relevant to the syllabus. The SLM, supplementary text audio and video material of the various courses of the program is available through the online study portal of the University. The University also has a subscription of National Digital Library to provide the learners with the ability to enhance access to information and knowledge of various courses of the programme.

2.9 Cost estimate of the programme and the provisions:

2-year M.A. programme consists of 16 theory courses and 04 research activities. One course is of 4 credits which consist of approx. 16 units. The total approximated expenditure on the development of 16 courses is:

S.N.	Item	Cost per Unit (writing & Editing)	Total Cost (Rs)
1	Total Units of 16 papers=255 units	As per University rules 4500/-per unit	1020000
2	Editing per unit 1500/--Total 255 unit	As per University rules 1500 per unit	382500
Total			**1402500**

2.10 Quality assurance mechanism and expected programme outcomes

(a) Quality assurance mechanism: The program structure is developed under the guidance of the Board of studies comprising external expert members of the concerned subjects followed by the

School board. The program structure and syllabus is approved by the Academic Council of the University. The course structure and syllabus is reviewed time to time according to the feedback received from the stakeholders and societal needs. The Centre for Internal Quality Assurance will monitor, improve and enhance effectiveness of the program through the following:

Annual academic audit

✓ Feedback analysis for quality improvement

✓ Regular faculty development programs

✓ Standardization of learning resources

✓ Periodic revision of program depending upon the changing trends by communicating to the concerned school

(b) Expected programme outcomes (POs)

Knowledge and understanding	PO1	Demonstrate a fundamental/coherent understanding of the academic in all disciplines of Political Science, its different learning areas and applications, and its linkages with related disciplinary areas/subjects
Skills related to specialization	PO2	Employ critical thinking and the scientific knowledge to design, carry out, record and analyze the results of Political Science experiments
Application of knowledge and skills	PO3	Identify and apply appropriate principles and methodologies to solve different types of problems with well-defined solutions.
	PO4	Equip learners to face the employment challenges and instil confidence to turn into entrepreneur and also step into research career.
Generic learning outcomes	PO5	Generation of new scientific insights or to the innovation of new applications of Political Science research
	PO6	The learners will improve their competencies on par with their counterparts in premier institutions across the nation.

	Newly Introduced programme: No	
Programme:	**Master of Arts in Political Science**	
Year:	First Introduction year: **2001-02**	
Programme prerequisites: Bachelor degree in any discipline OR Any 4-year Graduate Degree in Political Science.		

National Education Policy - 2020
Semester wise Course Curriculum

Semester	Paper Code **iz'u&i= dksM**	Paper Title **iz'u&i= 'kh"kZd**	Credit **ØsfMV**
First Semester	MAPS-101 (N)	ik'pkR; jktuhfrd fpUru dk bfrgkl & lysVks ls cdZ rd (History of Western Political Thought - From Plato to Burke)	4
	MAPS-102 (N)	izkphu Hkkjrh; jktuhfrd fpUru (Ancient Indian Political Thought)	4
	MAPS-103 (N)	rqyukRed jktuhfr (Comparative Politics)	4
	MAPS-104 (N)	yksd iz'kklu (Public Administration)	4
	MAPS-105 (N)	'kks/k izfof/k Research Methodology	4
Second Semester	MAPS-106 (N)	ik'pkR; jktuhfrd fpUru dk bfrgkl & csUFke ls ekvks rd (History of Western Political Thought - From Bentham to Mao)	4
	MAPS-107 (N)	Hkkjrh; 'kklu ,oa jktuhfr (Indian Government and Politics)	4
	MAPS-108 (N)	vk/kqfud Hkkjrh; jktuhfrd fpUru&I (Modern Indian Political Thought-I)	4
	MAPS-109 (N)	vUrjkZ"Vªh; jktuhfr ds fl)kUr (Theory of International Politics)	4
	MAPS-110 (N)	y?kq 'kks/k izca/k Dissertation	4
Third Semester	MAPS-111 (N)	Hkkjr esa jkT; jktuhfr (State Politics in India)	4
	MAPS-112 (N)	vUrjkZ"Vªh; laxBu (International Organisation)	4
	MAPS-113 (N)	vk/kqfud Hkkjrh; jktuhfrd fpUru&II (Modern Indian Political Thought-II)	4
	MAPS-114 (N)	Hkkjrh; fons'k uhfr (Indian Foreign Policy)	4
	MAPS-115 (N)	y?kq 'kks/k izca/k Dissertation	4
Fourth Semester	MAPS-116 (N)	vUrjkZ"Vªh; fof/k (International Law)	4
	MAPS-117 (N)	ekuokf/kdkj (Human Rights)	4
	MAPS-118 (N)	vokZphu jktuhfrd fpUru (Modern Political Thought)	4

	MAPS-119 (N)	vUrjkZ"Vªh; lEcU/k (International Relations)	4
	MAPS-120 (N)	ekSf[kd ijh{kk Viva-Voce	4
			80

MAPS-101 (N)
(Western Political Thought: Plato to Burk)

Format of Syllabus for MAPS: Subject: POLITICAL SCIENCE

Course prerequisites: None		
Programme: MAPS	Year: 01 yrs	Semester: 01 semester

Course Objectives:
1. To increase knowledge of the discipline of Political Science, its principal theoretical frame works and applications, conceptual vocabulary, the methods of inquiry, major subfields of the study and its inter relationships with the other Social Sciences.
2. To familiarize students with the theoretical foundations of the subject and diverse streams of Indian and Western Political Thought, focusing on both Classical and Modern Political Thought.
3. To increase understanding of the functioning of the political systems around the world and their historical, philosophical, constitutional and legal foundations.

Course Outcomes:
1. Development of ability to use critical, analytical and reflective thinking and reasoning
2. Political efficacy and active citizenship, ability to play an active and substantive role in the national life as responsible citizens
3. Gain experience in the dissemination of research output
4. Assess the impact of political environment from national, regional and global level
5. Effective communication by oral, written and technological means
6. Independently reach and acquire information
7. Self direction and lifelong learning, ability to independently expand the expertise

Credits: 04	Type of Course: Core
Max. Marks: 100	Min. Passing Marks: 36

(Syllabi should be framed block wise/unit wise; No of blocks and units may change)	
Block-1	**;wukuh jktuhfrd n'kZUk**
Block-1	;wukuh jktuhfrd n'kZUk
Unit-1	IysVks
Unit-2	vjLrw
Unit-3	mRrj vjLrw dkyhu fopkj/kkjk,W
Block-2	**jkseu ,oa e/;;qxhu jktuhfrd fpUru**
Unit-4	iksfyfc;l ,oa flljks
Unit-5	vkxLVhu ,oa ,Dohukl
Unit-6	nkUrs ,oa ekfl Zfy;ks
Block-3	**vk/kqfud jktuhfrd fpUru dk izkjEHk**
Unit-7	iqutkZxj.k vkSj /keZ&lq/kkj vkUnksyu
Unit-8	eSfd;koyh
Unit-9	thu cksnka
Block-4	**lkekftd lafonkokfn;ksa dk jktuhfrd fpUru**
Unit-10	VkWel gkWCl
Unit-11	tkWu ykWd

Unit-12	thu tSDl :lks
Block-5	**cqf)okn ds fo:) izfrfØ;k**
Unit-13	ekaVsLD;w
Unit-14	Msfol gkwze
Unit-15	cdZ

Suggested Text Book Readings:

Ernest Barker, Greek Political Theory- Plato and His Predecessors, University Paperback: Methuen, 1919

W. A. Dunning, A History of Political Theories (Vol.1 & 2), 2010

G. H. Sabine, A History of Political Theory, Dryden Press: New York, 1937

C. L. Wayper, Teach Yourself: Political Thought, 2018

J. P. Suda, History of Political Thought (Vol. 1 & 2), 2017

R. C. Neteship, The Republic of Plato, 2015

Subrata Mukherjee and Sushila Ramaswamy, A History of Political Thought (Plato to Marx), 2004

This course can be opted as an elective by the students of following subjects:

Suggested equivalent online courses (MOOCs) for credit transfer:

Electronic media and other digital components in the curriculum:

Choose any one or more than: (Electronic Media: Audio/Video Lectures, Online Counseling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/ Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic anddigital contents)

Name of electronic media	Year of incorporation

Note: School may revise list of electronic media and other digital components in thecurriculum time to time and shall be updated in website also.

MAPS-102 (N)
(Ancient Indian Political Thought)

Format of Syllabus for MAPS: Subject: POLITICAL SCIENCE

Course prerequisites: None		
Programme: MAPS	Year: 01 yrs	Semester: 01 semester

Course Objectives:

This course introduces the specific elements of Indian Political Thought spanning over several centuries. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. This course will introduce the students to the debates, principles and practices of Indian Political Thought. It will familiarize the students with how the political thought grew in India. The present course is most required in order to widen the horizon of knowledge and sharpen the analytical rigour of students with regard to the works and studies on Indian Political Thought. This course spans a wide variety of thinkers and their thoughts from ancient to modern India and maps out the development of Indian political thought.

Course Outcomes:

- Introduce the students to the principles and practices of Ancient Indian Political Thought.
- Familiarize the students with a variety of thinkers and their thought from Ancient India.

Credits: 04	Type of Course: Core
Max. Marks: 100	Min. Passing Marks: 36

(Syllabi should be framed block wise/unit wise; No of blocks and units may change)

Block-1	izkphu Hkkjrh; jktuhfrd fpUru ds v/;;u ds fofHkUu mikxe
Unit-1	izkphu Hkkjrh; jktuhfrd fpUru dh vo/kkj.kk
Unit-2	izd`fr vkSj fo"ks'krk,a
Unit-3	izkphu Hkkjr esa x.krU=
Unit-4	nf{k.k Hkkjr dh jktuhfrd laLFkk,W
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Unit-5	o.kkZJe O;oLFkk
Unit-6	euqLe`fr esa ukjh /keZ
Unit-7	jktk eaf=ifj"kn~ ,oa jk"Vª
Unit-8	dks"k] cy ,oa fe=
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Unit-9	jkt/keZ
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Unit-14	iz'kklfud laxBu rFkk xqIrpj O;oLFkk
Unit-15	eaMy fl)kUr
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Unit-19	dkeUnd ds jktRo lEcU/kh fopkj
Unit-20	dkeUnd ds vUrjkZT; lEcU/kh fopkj

Suggested Text Book Readings:

| D. D. Basu, Introduction to the Indian Constitution, 1987 |
| M. V. Pylee, An Introduction to the Constitution of India, 1996 |
| Rajni Kothari, Politics in India, 1970 |
| S M Sayeed, Indian Political System, |
| Norman D Palmer, The Indian Political System, 1961 |
| Granville Austin, The Indian Constitution: Cornerstone of a Nation, 1966 |
| J N Pandey, Constitutional Law of India |

| This course can be opted as an elective by the students of following subjects: |
| Suggested equivalent online courses (MOOCs) for credit transfer: |
| Electronic media and other digital components in the curriculum:
Choose any one or more than: (Electronic Media: Audio/Video Lectures, Online Counseling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/ Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic and digital contents) |

Name of electronic media	Year of incorporation

Note: School may revise list of electronic media and other digital components in the curriculum time to time and shall be updated in website also.

(Comparative Politics)

Format of Syllabus for MAPS: Subject: POLITICAL SCIENCE

Course prerequisites: None		
Programme: MAPS	Year: 01 yrs	Semester: 01 semester

Course Objectives:

Political System is that branch of the discipline of Political Science which aims at critically explaining and examining the notions of comparative politics, comparative government and other allied issues. The contributions given by leading scholars on the subject with respect to the theories of political system, Colonialism and De-colonialism are discussed and examined in this discipline. The paper also covers other stimulating issues, such as, political regimes, structures of power, globalization and democratization and the changing nature of the State. Without understanding the theoretical dimensions of these issues, the study of the Third World Countries and their political systems, governments and their role in the 20th century cannot be understood in proper perspective. As such, this course is central and critical to the understanding of Political Science in contemporary perspective.

Course Outcomes:

As the content and issues of the course is quite stimulating, the outcome correspondingly too has been very encouraging. Students feel enriched having acquired a wholesome understanding of the different contours of the subject. This has enabled them to become a productive part of the teaching fraternity and able administrators as well, after qualifying the relevant competitive examinations. Students have also successfully emerged as critical analysts, political commentators and reviewers.

Credits: 04	Type of Course: Core
Max. Marks: 100	Min. Passing Marks: 36

(Syllabi should be framed block wise/unit wise; No of blocks and units may change)

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bdkbZ&15 izrrfuf/kRo ds fl)kUr
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Suggested Text Book Readings:

  Jean Blondel- An Introduction to Comparative Government, 1969Michael Curtis- Introduction to Comparative Government, 1997

  Macridis- Modern Political Systems,1987

  Pollock- The Essentials of Political Analysis, 2015Sushila Ramaswamy- Political Theory, 2014

  O P Gauba- Introduction to Political Theory, 2019Pierson Publication- Comparative Politics

  C B Gena, Comparatice Politics

This course can be opted as an elective by the students of following subjects:

Suggested equivalent online courses (MOOCs) for credit transfer:

Electronic media and other digital components in the curriculum: Choose any one or more than: (Electronic Media: Audio/Video Lectures, Online Counseling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/ Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic anddigital contents)	
Name of electronic media	Year of incorporation

Note: School may revise list of electronic media and other digital components in thecurriculum time to time and shall be updated in website also.

MAPS-104 (N)
(Public Administration)

Format of Syllabus for MAPS: Subject: POLITICAL SCIENCE

Course prerequisites: None		
Programme: MAPS	Year: 01 yrs	Semester: 01 semester
Course Objectives: Public administration is a broad ranging and amorphous combination of theory and practice: its purpose is to promote a superior understanding of government and its relationship with the society it governs, as well as to encourage public policies more responsive to social needs and to institute managerial practices attuned to effectiveness, efficiency and the deeper human requisites of the citizenry. Its objective is to make the reader to understand the organizational behavior and the behavior of people in public organizations; the technology of management and the institutions of policy implementation: and the public interest as it relates to individual ethical choice and public affairs.		
Course Outcomes: The main learning outcome of completing the course of Public Administration is to achieve effectiveness and efficiency in an organizational framework. Public Administration sees over the affairs of government, starting from the governmental plans, strategies, policies and the execution of those policies. It is the coming together of two or more people to achieve a goal. It demonstrates broad understanding of public affairs, policy development, policy analysis, economic analysis, management skills and organization theory and their applications to public services.		
Credits: 04	Type of Course: Core	
Max. Marks: 100	Min. Passing Marks: 36	
(Syllabi should be framed block wise/unit wise; No of blocks and units may change)		

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Suggested Text Book Readings:
   Sri Ram Maheshwari (ed), Administrative Theory: An Introduction, 2003
   Mohit Bhattacharya, New Horizon of Public Administration, 2018
   R. K. Sapru, Administrative Theories and Management Thought, 2013

Nicholas Henry (ed), Public Administration and Public Affairs, 2002 M. P. Sharma, B. L. Sadana, Harpreet Kaur (ed), Public Administration in Theory and Practice, 2011	
This course can be opted as an elective by the students of following subjects:	
Suggested equivalent online courses (MOOCs) for credit transfer:	
Electronic media and other digital components in the curriculum: Choose any one or more than: (Electronic Media: Audio/Video Lectures, Online Counseling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/ Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic anddigital contents)	
Name of electronic media	Year of incorporation

Note: School may revise list of electronic media and other digital components in thecurriculum time to time and shall be updated in website also.

MAPS-105 (N)
(Research Methodology)

Format of Syllabus for MAPS: Subject: POLITICAL SCIENCE

Course prerequisites: None		
Programme: MAPS	Year: 01 yrs	Semester: 01 semester

Course Objectives:

The objective is to inculcate in the students the spirit to scientific inquiry and critical thinking through methodological rigour and disciplined objectivity. It is designed specifically to prepare students for further exploration while working for Ph.D. degree formally or engaging with the society as informed citizenry

Course Outcomes:

This course will enable students to engage in research work with better understanding of tools and techniques and better exposure to wider world of intellectual churning. It will equip them with cutting edge in tracking NET Examination where methodology occupies major share of compulsory part of syllabus.

Credits: 04	Type of Course: Core
Max. Marks: 100	Min. Passing Marks: 36

(Syllabi should be framed block wise/unit wise; No of blocks and units may change)

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Suggested Text Book Readings:

  Goode, William and Hatt, Methods in Social Research, 1952

  S Sarantakos, Social Research,1993

  P. Sprdley, Participant Observation, 1980

  J Loffland and L H Loffland, Analyzing Social Setting, 1995

This course can be opted as an elective by the students of following subjects:

Suggested equivalent online courses (MOOCs) for credit transfer:	
Electronic media and other digital components in the curriculum: Choose any one or more than: (Electronic Media: Audio/Video Lectures, Online Counseling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/ Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic anddigital contents)	
Name of electronic media	Year of incorporation

Note: School may revise list of electronic media and other digital components in thecurriculum time to time and shall be updated in website also.

MAPS-106 (N)
(Western Political Thought - Benthem to Mao)

Format of Syllabus for MAPS: Subject: POLITICAL SCIENCE

Course prerequisites: None		
Programme: MAPS	Year: 01 yrs	Semester: 02 semester
Course Objectives: The objective of the course is to understand the way ideas of the state, government and civil society have evolved over the decades in the Western part of the world. Since Greek thought is regarded as the beginning of political thought the course starts with the Greek thought and then studies the Roman thought reflecting the state- church relations. The views of Machiavelli and Bodin are discussed to show how the medieval thought was moving towards modernity. A study of representative thinkers of different ages will be taken up to give the students a clear picture of the evolution of political thought till the time of Jean Bodin.		
Course Outcomes: The students will be able to understand the evolution of ideas about state, society and government in various historical periods. This understanding will enable students to comprehend the social and political systems in the Greek and Roman thought. It will be useful to qualify competitive examinations.		
Credits: 04	Type of Course: Core	
Max. Marks: 100	Min. Passing Marks: 36	
(Syllabi should be framed block wise/unit wise; No of blocks and units may change)		

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Suggested Text Book Readings: Ernest Barker, Greek Political Theory, Plato and His Predecessors, 2015 W. A. Dunning, A History of Political Theories (Vol.1 & 2), 2010 G. H. Sabine, A History of Political Theory, 2019 C. L. Wayper, Political Thought, 2018 J. P. Suda, History of Political Thought (Vol. 1 & 2), 2017 R. C. Neteship, The Republic of Plato, 2015 Subrata Mukherjee and Sushila Ramaswamy, A History of Political Thought (Plato to Marx), 2004
This course can be opted as an elective by the students of following subjects:
Suggested equivalent online courses (MOOCs) for credit transfer:
Electronic media and other digital components in the curriculum:

Choose any one or more than: (Electronic Media: Audio/Video Lectures, Online Counseling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/ Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic anddigital contents)	
Name of electronic media	Year of incorporation

Note: School may revise list of electronic media and other digital components in thecurriculum time to time and shall be updated in website also.

Format of Syllabus for MAPS: Subject: POLITICAL SCIENCE

Course prerequisites: None		
Programme: MAPS	Year: 01 yrs	Semester: 02 semester
Course Objectives: The main objective of the course Indian Political System is to present a systematic analysis of all major dimensions of Indian Political System. The course focuses on the way Indian political system has been working and the way it shapes institutions India.		
Course Outcomes: Having read this paper, students will enhance their understanding of various dimensions of Indian constitution and political system. The dominant themes of the paper, such as, India's federal system, parliamentary system, the operation of the judicial system, the working of the executive and its relations with other organs of the state and the like will impart one a deeper insight in complex legal and constitutional issues. Thus, the outcome of the paper will be quite stimulating and rewarding.		
Credits: 04	Type of Course: Core	
Max. Marks: 100	Min. Passing Marks: 36	
(Syllabi should be framed block wise/unit wise; No of blocks and units may change)		

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Suggested Text Book Readings:
D. D. Basu, Introduction to the Indian Constitution, 1987

    M. V. Pylee, An Introduction to the Constitution of India, 1996

    Rajni Kothari, Politics in India, 1970

    S.M. Sayeed, Indian Political System,

    Norman D. Palmer, The Indian Political

    System, 1961, Granville Austin, The Indian

    Constitution: Cornerstone of a Nation, 1966

    J. N. Pandey, Constitutional Law of India

This course can be opted as an elective by the students of following subjects:

Suggested equivalent online courses (MOOCs) for credit transfer:	
Electronic media and other digital components in the curriculum: Choose any one or more than: (Electronic Media: Audio/Video Lectures, Online Counseling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/ Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic anddigital contents)	
Name of electronic media	Year of incorporation

Note: School may revise list of electronic media and other digital components in thecurriculum time to time and shall be updated in website also.

MAPS-108 (N)
(Modern Indian Political Thought-I)

Format of Syllabus for MAPS: Subject: POLITICAL SCIENCE

Course prerequisites: None		
Programme: MAPS	Year: 01 yrs	Semester: 02 semester
Course Objectives: This course introduces the specific elements of Indian Political Thought spanning over several centuries. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. This course will introduce the students to the debates, principles and practices of Indian Political Thought. It will familiarize the students with how the political thought grew in India. The present course is most required in order to widen the horizon of knowledge and sharpen the analytical rigour of students with regard to the works and studies on Indian Political Thought. This course spans a wide variety of thinkers and their thoughts from ancient to modern India and maps out the development of Indian political thought.		
Course Outcomes: • Introduce the students to the principles and practices of Indian Political Thought • Familiarize the students with a variety of thinkers and their thought from ancient to modern India		
Credits: 04	Type of Course: Core	
Max. Marks: 100	Min. Passing Marks: 36	
(Syllabi should be framed block wise/unit wise; No of blocks and units may change)		

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Suggested Text Book Readings: R. S. Sharma, Aspects of Political Ideas and Institutions in Ancient India, 1978   V. P. Varma, Ancient and Medieval Indian Political Thought, 1979   A. S. Altekar, State and Government in Ancient India, 1966   V. R. Mehta, Foundations of Indian Political Thought, 1996   V. P. Varma, Ancient and Medieval Indian Political Thought, 1988   Avasthi & Avasthi, Modern Indian Political Thought,

This course can be opted as an elective by the students of following subjects:	
Suggested equivalent online courses (MOOCs) for credit transfer:	
Electronic media and other digital components in the curriculum: Choose any one or more than: (Electronic Media: Audio/Video Lectures, Online Counseling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/ Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic anddigital contents)	
Name of electronic media	Year of incorporation

Note: School may revise list of electronic media and other digital components in thecurriculum time to time and shall be updated in website also.

Format of Syllabus for MAPS: Subject: POLITICAL SCIENCE

Course prerequisites: None		
Programme: MAPS	Year: 01 yrs	Semester: 02 semester
Course Objectives: The objective of the course is to acquaint the students with the concepts, perspectives and general approaches to the understanding of International Relations, both as a discipline and as a phenomenon. It covers the Key theories, Grand Debates and a broad range of topics that fall under the major themes of International Relations. It provides a comprehensive overview of the Key Political developments in international relations from 1945 till the end of the Cold War. The objective is to equip the students with the tools to understand and analyze them from different perspectives.		
Course Outcomes:		

Course Outcomes:

- Knowledge of the major theories of International Relations.
- Ability to critically evaluate and apply such theories.
- Basic understanding of the major international and regional institutions in world politics as well as significantdevelopments in world politics.
- Knowledge of major substantive themes in International Relations.

Credits: 04	Type of Course: Core
Max. Marks: 100	Min. Passing Marks: 36

(Syllabi should be framed block wise/unit wise; No of blocks and units may change)

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Suggested Text Book Readings:
    Eric Hobsbawn, The Age of Extremes: The Short Twentieth Century, 1914-1991, 1994
    Peter Calvocoressi, World Politics, 2008
    Karen A. Mingst, Essentials of International Relations, 1999

George Sorensen, Robert H Jackson, Introduction to International Relations: Theories and Approaches, 1999 Martin Griffiths, Steven C Roach and M. Scott Solomon, Fifty Key Thinkers in International Relations, 2009	
This course can be opted as an elective by the students of following subjects:	
Suggested equivalent online courses (MOOCs) for credit transfer:	
Electronic media and other digital components in the curriculum: Choose any one or more than: (Electronic Media: Audio/Video Lectures, Online Counseling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/ Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic and digital contents)	
Name of electronic media	Year of incorporation

Note: School may revise list of electronic media and other digital components in the curriculum time to time and shall be updated in website also.

Format of Syllabus for MAPS: Subject: POLITICAL SCIENCE

Programme: **Master of Arts**	Year: **01**	Semester: **02**
Subject: **Political Science**		
Course Code: **MAPS-110(N)**	Course Title: **Dissertation**	
Course Objectives: ➢ To be evaluated through viva-voce by concerned subject experts ➢ To assess the learners ability to communicate with other persons ➢ To identify and analyse the learners presence of mind.		
Course Outcomes: ➢ Learners will be familiar with various aspects of the course and personal skills. ➢ They will be familiar with their strength and weakness.		
Credits: **04**	Type of Course: **Core**	
Max. Marks:**100**		

Format of Syllabus for MAPS: Subject: POLITICAL SCIENCE

Course prerequisites: None		
Programme: MAPS	Year: 02 yrs	Semester: 03 semester

Course Objectives:

State Politics forms an important part of the study of Indian Government and Politics. The objective of the present course is to familiarize the students with key concepts and challenges confronting State Politics in India. Issues concerning tensions in Centre State relations, linguistics, minority and communal politics, apart from several other issues concerning Jammu and Kashmir would be critically analyzed. Overall, the paper would be very interesting and knowledge enhancing for the students.

Course Outcomes:

One of the biggest outcomes of the said paper would be served by way of students learning to differentiate between State Politics and National Politics- the nature, the factors and the role both play in their respective zones. The general perception and tendency among students to mix up and overlappingly use the twin words would stand corrected. Factors contribution to constant tensions between and among states, as well between the states and nation, would be understood by the learners of the paper. Social justice, one of the major planks of India's democracy, would further be better understood by students thoroughly versed with diverse socio-economic movements related to peasant, tribal, women and deprived classes. Thus, the paper promises to reward the students with deeper understanding of India's socio-economic democracy.

Credits: 04	Type of Course: Core
Max. Marks: 100	Min. Passing Marks: 36

(Syllabi should be framed block wise/unit wise; No of blocks and units may change)

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Suggested Text Book Readings:
    Myron Weiner, State Politics in India,
    Sharma, Jain, Nema, State Politics in India
    Iqbal Narain, State Politics in India,
    Sudipto Kaviraj, Politics in India,
    Zoya Hasan, S N Jha, R. Khan, The State, Political Processes and Identity; Reflection on Modern India
    A. P. Singh, Social Movement and Developmental Process in Contemporary India,
    S. Rath, Federal Today,
    Social Movements and State Politics – IGNOU – New Delhi
    Prabhat Datta, Regionalization of Indian Politics,

This course can be opted as an elective by the students of following subjects:
Suggested equivalent online courses (MOOCs) for credit transfer:
Electronic media and other digital components in the curriculum: Choose any one or more than: (Electronic Media: Audio/Video Lectures, Online Counseling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/ Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic anddigital contents)

Name of electronic media	Year of incorporation

Note: School may revise list of electronic media and other digital components in thecurriculum time to time and shall be updated in website also.

MAPS-112 (N)
(International Organization)

Format of Syllabus for MAPS: Subject: POLITICAL SCIENCE

Course prerequisites: None		
Programme: MAPS	Year: 02 yrs	Semester: 03 semester

Course Objectives:

To allow a better understanding of the structure of International relations, to provide a general understanding of the major International Organization, with particular emphasis on the analysis of its powers and areas of operation, to promote further study of the Regional organizations and the United Nations, to promote a better understanding of formulation of International agenda, mediation of political bargaining, provision of a place for political literature and acting as a catalysts for coalition function.

Course Outcomes:

If you complete the course successfully you should be able to demonstrate a thorough understanding of the core literature on International Organizations- Explanative main theoretical approaches and empirical issue in the study of International Organizations, with particulars reference to role of formal International Organizations i.e. from the League of Nations to the United Nations, from the World Bank to the World Trade Organization, from the European Union to the African Union, from NAFTA to ASEAN and from NATO to the International Criminal Court.

Credits: 04	Type of Course: Core
Max. Marks: 100	Min. Passing Marks: 36

(Syllabi should be framed block wise/unit wise; No of blocks and units may change)

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Suggested Text Book Readings:
N J, Englewood Clibbs (ed), International Organizations: Principles and Issues, 1995
Bob Reinalda (ed), Routtedge Handbook of International Organization, 2013
Basic Facts about the UN, UN, DPI, 2003
Robert E. Riggs and Jack C Plano, The United Nations Internal Organization and World Politics, 1988
This course can be opted as an elective by the students of following subjects:
Suggested equivalent online courses (MOOCs) for credit transfer:
Electronic media and other digital components in the curriculum:
Choose any one or more than: (Electronic Media: Audio/Video Lectures, Online Counseling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/ Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic anddigital contents)

Name of electronic media	Year of incorporation

Note: School may revise list of electronic media and other digital components in thecurriculum time to time and shall be updated in website also.

(Modern Indian Political Thought-II)

Format of Syllabus for MAPS: Subject: POLITICAL SCIENCE

Course prerequisites: None		
Programme: MAPS	Year: 02 yrs	Semester: 03 semester
Course Objectives: This course introduces the specific elements of Indian Political Thought spanning over several centuries. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. This course will introduce the students to the debates, principles and practices of Indian Political Thought. It will familiarize the students with how the political thought grew in India. The present course is most required in order to widen the horizon of knowledge and sharpen the analytical rigour of students with regard to the works and studies on Indian Political Thought. This course spans a wide variety of thinkers and their thoughts from ancient to modern India and maps out the development of Indian political thought.		
Course Outcomes:		
Introduce the students to the principles and practices of Indian Political Thought Familiarize the students with a variety of thinkers and their thought from ancient to modern India		
Credits: 04	Type of Course: Core	
Max. Marks: 100	Min. Passing Marks: 36	
(Syllabi should be framed block wise/unit wise; No of blocks and units may change)		

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Suggested Text Book Readings:
  R. S. Sharma, Aspects of Political Ideas and Institutions in Ancient India, 1978
  V P Varma, Ancient and Medieval Indian Political Thought, 1979
  A S Altekar, State and Government in Ancient India, 1966
  V. R. Mehta, Foundations of Indian Political Thought, 1996
  V. P. Varma, Ancient and Medieval Indian Political Thought, 1988
  Avasthi & Avasthi, Modern Indian Political Thought		

This course can be opted as an elective by the students of following subjects:		
Suggested equivalent online courses (MOOCs) for credit transfer:		
Electronic media and other digital components in the curriculum: Choose any one or more than: (Electronic Media: Audio/Video Lectures, Online Counseling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/ Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic anddigital contents)		
Name of electronic media	Year of incorporation	

Note: School may revise list of electronic media and other digital components in thecurriculum time to time and shall be updated in website also.

MAPS-114 (N)
(Indian Foreign Policy)

Format of Syllabus for MAPS: Subject: POLITICAL SCIENCE

Course prerequisites: None		
Programme: MAPS	Year: 02 yrs	Semester: 03 semester
Course Objectives: A course on Indian Foreign Policy is important to understand India's engagement with the world, its bilateral relations, its regional role and global ambitions. The objective is to familiarize the students with the genesis and evolution of Indian Foreign Policy, continuity and change in it after the cold war and the emerging trends. Since survival and security are the vital national interest of a state, the objective of the course is to apprise the students of the new security concerns like maritime security, environmental security, terrorism etc.		
Course Outcomes: • Understanding of India's Foreign Policy and its evolution. • Ability to critically evaluate continuity and change in Indian Foreign Policy. • Knowledge of India's engagement with major powers and neighbours.		
Credits: 04	Type of Course: Core	
Max. Marks: 100	Min. Passing Marks: 36	
(Syllabi should be framed block wise/unit wise; No of blocks and units may change)		

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Suggested Text Book Readings:
  David Malone, Does the Elephant Dance, 2011
  Rajiv Sikri, Challenge and Strategy: Rethinking India's Foreign Policy, 2013
  Muchkund Dubey, India's Foreign Policy: Coping with the Changing World, 2017
  David Malone, Mohan and Raghavan (eds.), The Oxford Handbook of Indian Foreign Policy, 2016

Harsh V. Pant, Indian Foreign policy: An Overview, 2016	
This course can be opted as an elective by the students of following subjects:	
Suggested equivalent online courses (MOOCs) for credit transfer:	
Electronic media and other digital components in the curriculum: Choose any one or more than: (Electronic Media: Audio/Video Lectures, Online Counseling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/ Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic anddigital contents)	
Name of electronic media	Year of incorporation

Note: School may revise list of electronic media and other digital components in thecurriculum time to time and shall be updated in website also.

Format of Syllabus for MAPS: Subject: POLITICAL SCIENCE

Programme: **Master of Arts**	Year: **02**		Semester: **03**
Subject: **Political Science**			
Course Code: **MAPS-115(N)**	Course Title: **Dissertation**		
Course Objectives: ➢ To be evaluated through viva-voce by concerned subject experts ➢ To assess the learners ability to communicate with other persons ➢ To identify and analyse the learners presence of mind.			
Course Outcomes: ➢ Learners will be familiar with various aspects of the course and personal skills. ➢ They will be familiar with their strength and weakness.			
Credits: **04**		Type of Course: **Core**	
Max. Marks:**100**			

MAPS-116 (N)
(International Law)

Format of Syllabus for MAPS: Subject: POLITICAL SCIENCE

Course prerequisites: None		
Programme: MAPS	Year: 02 yrs	Semester: 04 semester
Course Objectives:		
International Law provides validity to International Politics. The knowledge of law is vital to the understanding of International Relations and its smooth conduct. The present paper on International Law thus aims at acquainting the students with important issues such as war, asylum, extradition, diplomatic envoys etc. Beside, the emerging challenges in the guise of terrorism, Cyber Crimes, human rights violation, by states and non-state actor and environmental degradation will be explained to the students from legal and judicial perspectives.		
Course Outcomes:		
Equipping students with an in-depth knowledge of the ever the expanding course, content and contours of International Law is sought to be achieved by imparting lessons in International Law. It will enable him to understand the legal dimensions of various international political and diplomatic issues. A well-versed student inInternational Law would, thus, stand to gain both educationally and professionally.		
Credits: 04	Type of Course: Core	
Max. Marks: 100	Min. Passing Marks: 36	
(Syllabi should be framed block wise/unit wise; No of blocks and units may change)		

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ukdkcanh] fofuf ”k)
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Suggested Text Book Readings:
Malcolm Shaw- International Law, 2017
I.A. Shearer- Starke's International Law, 2013
Hans Kelsen- Principles of International Law, 2003

Andrew Clapham- Brierly's Law of Nations: An Introduction to the Role of International Law in InternationalRelations, 2012 Robert Jennings & Arthur Watts (Eds), 'Oppenhiem's International Law', 2008 S. K. Kapoor, International Law and Human Rights, 2018 H. O. Agarwal, International Law and Human Rights, 2016 S. K. Verma, An Introduction to Public International Law, 2019 Ashok Kumar Jain, Public International Law (Law of Peace) & Human Rights, 2018	
This course can be opted as an elective by the students of following subjects:	
Suggested equivalent online courses (MOOCs) for credit transfer:	
Electronic media and other digital components in the curriculum: Choose any one or more than: (Electronic Media: Audio/Video Lectures, Online Counseling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/ Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic anddigital contents)	
Name of electronic media	Year of incorporation

Note: School may revise list of electronic media and other digital components in thecurriculum time to time and shall be updated in website also.

MAPS-117 (N)
(Human Rights)

Format of Syllabus for MAPS: Subject: POLITICAL SCIENCE

Course prerequisites: None		
Programme: MAPS	Year: 02 yrs	Semester: 04 semester
Course Objectives: To strengthen respect for human rights and fundamental freedoms, To value human dignity and develop individual self respect and respect for others To develop attitudes and behaviors that will lead to respect for the rights of others To promote respect, understanding and appreciation of diversity To empower people towards more active citizenship To ensure genuine mime gender equality and equal opportunities for women and men in all sphares To promote democracy, development, Social Justice, Communal harmony, Solidarity and Friendship among people and nations To further the activities of international understanding, tolerance and non-Violence		
Course Outcomes: Demonstrate good understanding of the provisions under the constitution of India dealing with Human Right. Ananlyse complex human rights problem and apply relevant provisions of human rights law in India to a hypothetical situations and theoretical knowledge.		
Credits: 04	Type of Course: Core	
Max. Marks: 100	Min. Passing Marks: 36	
(Syllabi should be framed block wise/unit wise; No of blocks and units may change)		

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bdkbZ&16 ekuokf/kdkjoknh xSj&ljdkjh laxBu vkSj muds dk;ZA

Suggested Text Book Readings:
   A. K. Ahuja, Human Rights - Contemporary Issues
   H. O. Agarwal, Human Rights
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This course can be opted as an elective by the students of following subjects:
Suggested equivalent online courses (MOOCs) for credit transfer:
Electronic media and other digital components in the curriculum: Choose any one or more than: (Electronic Media: Audio/Video Lectures, Online Counseling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/ Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic anddigital contents)

Name of electronic media	Year of incorporation

Note: School may revise list of electronic media and other digital components in thecurriculum time to time and shall be updated in website also.

MAPS-118 (N)
(Contemporary Political Thought)

Format of Syllabus for MAPS: Subject: POLITICAL SCIENCE

Course prerequisites: None		
Programme: MAPS	Year: 02 yrs	Semester: 04 semester

Course Objectives:
Contemporary Political Thought seeks to familiarize the students with the diverse streams of political thought in the 20th century. Neo-Classical, Neo-Liberal and Communitarian Thought which were the dominant political philosophies of the preceding century are sought to be discussed and analyzed critically with an objective to impart in-depth knowledge and awaken the critical thinking of students in this area of humanknowledge. The contemporary relevance of the course is sought to be explained to the students as these political ideologies, thoughts and   philosophies are influencing and shaping the current political systems, their objectives and goals.

Course Outcomes:
Armed with the knowledge and understanding of the subject so acquired, the outcome of the course has proved to be quite productive for the students as it has facilitated them to qualify examinations like the UGC-NET, Civil and Provincial examinations and a host of other competitive examinations. The results achieved have been quite encouraging, and this has imparted dynamism to the course, its objectives and the outcome.

Credits: 04	Type of Course: Core
Max. Marks: 100	Min. Passing Marks: 36

(Syllabi should be framed block wise/unit wise; No of blocks and units may change)

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Suggested Text Book Readings:
  Alan Finlaysan, Contemporary Political Thought, 2003
  James A. Gould, Vincent V. Thursby, Contemporary Political Thought, 1969
  O. P. Gauba, Contemporary Political Ideologies, 2018
  O. P. Gauba, Samkalin Rajniti Sidhanth, 2018
  J. C. Johari, Political Theory, 2017

| M. J. Vinod, Contemporary Political Theory, 2013 |
| Subrata Mukerjee, Theoretical Foundations of Comparative Politics, 2017 |
| Sri Prakash Mani Tripathi, Samkalin Rajnitik Chintan, 2013 |

This course can be opted as an elective by the students of following subjects:
Suggested equivalent online courses (MOOCs) for credit transfer:
Electronic media and other digital components in the curriculum:
Choose any one or more than: (Electronic Media: Audio/Video Lectures, Online Counseling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/ Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic anddigital contents)

Name of electronic media	Year of incorporation

Note: School may revise list of electronic media and other digital components in thecurriculum time to time and shall be updated in website also.

MAPS-119 (N)
(International Relations)

Format of Syllabus for MAPS: Subject: POLITICAL SCIENCE

Course prerequisites: None		
Programme: MAPS	Year: 02 yrs	Semester: 04 semester
Course Objectives: The objective of the course is to acquaint the students with the concepts, perspectives and general approaches to the understanding of International Relations, both as a discipline and as a phenomenon. It covers the Key theories, Grand Debates and a broad range of topics that fall under the major themes of International Relations. It provides a comprehensive overview of the Key Political developments in international relations from 1945 till the end of the Cold War. The objective is to equip the students with the tools to understand and analyze them from different perspectives.		
Course Outcomes: - Knowledge of the major theories of International Relations. - Ability to critically evaluate and apply such theories. - Basic understanding of the major international and regional institutions in world politics as well as significant developments in world politics. - Knowledge of major substantive themes in International Relations.		
Credits: 04	Type of Course: Core	
Max. Marks: 100	Min. Passing Marks: 36	
(Syllabi should be framed block wise/unit wise; No of blocks and units may change)		

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bdkbZ& 19&varjkZ"Vªh; vkradokn

bZdkbZ& 20&lapkj izkS|ksfxdh eas ØkfUr
Suggested Text Book Readings:
Eric Hobsbawn, The Age of Extremes: The Short Twentieth Century, 1914-1991, 1994
Peter Calvocoressi, World Politics, 2008
Karen A. Mingst, Essentials of International Relations, 1999
George Sorensen, Robert H Jackson, Introduction to International Relations: Theories and Approaches, 1999
Martin Griffiths, Steven C Roach and M. Scott Solomon, Fifty Key Thinkers in International Relations, 2009
This course can be opted as an elective by the students of following subjects:
Suggested equivalent online courses (MOOCs) for credit transfer:
Electronic media and other digital components in the curriculum:
Choose any one or more than: (Electronic Media: Audio/Video Lectures, Online Counseling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/ Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic anddigital contents)

Name of electronic media	Year of incorporation

Note: School may revise list of electronic media and other digital components in the curriculum time to time and shall be updated in website also.

Format of Syllabus for MAPS: Subject: POLITICAL SCIENCE

Programme: **Master of Arts**	Year: **02**	Semester: **04**
Subject: **Political Science**		
Course Code: **MAPS-120(N)**	Course Title: **Viva-Voce**	
Course Objectives: ➢ Viva-Voce is an important segment of concerned subject. ➢ Evaluating the conceptual clarity of the learner in the subject. ➢ Making learners capable of communicating their thoughts on the subject.		
Course Outcomes: ➢ Conceptual clarity of the learners in the subject. ➢ Strenthing the capability of learners in the subject.		
➢ Evalution and award of mark will be internal/external		
Credits: **04**	Type of Course: **Core**	
Max. Marks:**100**		

U.P. Rajarshi Tandon Open University, Prayagraj
Proposed Course Structure
U.G.Programme: Subject Name: History

Year	Semester	Course Code	Title of paper	Credits
Core Course				
1	First Semester	UGHY-101N	Hkkjr dk bfrgkl ¼1206bZ0 ls 1556bZ0 rd½ Hkkx ,d History of India ¼1206bZ0 ls 1556bZ0 rd½ Part-1	4
1	Second Semester	UGHY-102N	Hkkjr dk bfrgkl ¼1206bZ0 ls 1556bZ0 rd½ Hkkx nks History of India ¼1206bZ0 ls 1556bZ0 rd½Part-2	4
2	Third Semester	UGHY-103N	Hkkjr dk bfrgkl ¼1556&1857bZ0 rd½ Hkkx ,d History of India ¼1556&1857bZ0 rd½ Part-1	4
2	Fourth Semester	UGHY -104N	Hkkjr dk bfrgkl ¼1556&1857bZ0 rd½ Hkkx nks History of India ¼1556&1857bZ0 rd½ Part-2	4
Discipline Centric Course				
3	Fifth Semester	DCHY-101N	vk/kqfud Hkkjr dk bfrgkl ¼1558&1964bZ0 rd½ Hkkx ,d History of Modern India ¼1558&1964bZ0 rd½ Part-1	3
		DCHY-102N	vk/kqfud Hkkjr dk bfrgkl ¼1558&1964bZ0 rd½ Hkkx nks History of Modern India ¼1558&1964bZ0 rd½ Part-2	3
3	Sixth Semester	DCHY-103N	Hkkjr dk lkaLd`frd bfrgkl ¼izkjfEHkd dky ls 1950 bZ-rd½ Cultural History India (from early times to 1950 A.D)	3
		DCHY-104N	vk/kqfud fo'o dk bfrgkl ¼1830&1919bZ0 rd½ History of Modern World ¼1830&1919bZ0 rd½	3
Ability Enhancement Compulsory Course				
1	First Semester	AECEG OR AECHD	Ability Enhancement Course in English OR Ability Enhancement Course in Hindi	4 OR 4
2	Second Semester	AECEA	Ability Enhancement Course in Environment	4
Skill Enhancement Course				
1	First Semester	SETP-01	Skill Enhancement Course in Translation Practice	4
2	Second Semester	SECT-02	Skill Enhancement Course in Computer Technology	4
3	Third Semester	SES&T-03	Skill Enhancement Course on Science & Technology	4
4	Fourth Semester	SEIC&T-04	Skill Enhancement Course on Indian Culture & Tourism	4
5	Fifth Semester	SESP-05	Skill Enhancement Course on Secretarial Practices	4
6	Sixth Semester	SEINS-06	Skill Enhancement Course on Insurance	4
Survey/Research Project/Field Work				
5	Fifth Semester	AR-101N	Activity Report on historical places	4

Syllabus for B.A. in History

Programme: **Bachelor of Arts**		Year: **First**	Semester: **First**
Subject: **History**			
Course Code: **UGHY-101N**	Course Title: **Hkkjr dk bfrgkl ¼1206bZ0 ls 1556bZ0 rd½Hkkx ,d**		

Course Objectives::-
- Learners will be aware of medieval Indian history and its different scenario like introduction of Islam in India and beginning of Delhi sultanate.
- To study the expansion and control of political power over Delhi by sultanate rulers.

Course Outcomes:
- They will learn about the Islam in India: Mohammad Gauri, lltutamish, Balban, Tughlaq Rulers and their policies.
- The will learn about the culture and society during these rulers.

Credits: **4**		Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**	

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(Syllabi should be framed block wise/unit wise)

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Suggested Text Book Readings:
  ➢

This course can be opted as an elective by the students of following subjects:- **N.A.**

Syllabus for B.A. in History

Programme: **Bachelor of Arts**	Year: **First**	Semester: **Second**

Subject: **History**	
Course Code: **UGHY-102N**	Course Title: **Hkkjr dk bfrgkl ¼1206bZ0 ls 1556bZ0 rd½Hkkkx nks**

Course Objectives::-
  ➢   To study the medieval Indian history post Tughlaq dynasty,vijayanagar empire, Syyed and lodhi Dynasty.
  ➢   To study the Mughal rulers and their policies and Shershah Suri.

Course Outcomes:
  ➢   Learners will know about the Brahmani and Vijayanagar empire and Cultural achievements.
  ➢   They will know history of Mughals and Shershah Suri.

Credits: **4**	Type of Course: **Core**

Max. Marks: **100**	Min. Passing Marks: **36**

(Syllabi should be framed block wise/unit wise)

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Suggested Text Book Readings:	
➢	
This course can be opted as an elective by the students of following subjects:- **N.A.**	

Syllabus for B.A. in History

Programme: **Bachelor of Arts**		Year: **Second**	Semester: **Third**
Subject: **History**			
Course Code: **UGHY-103N**	Course Title: **Hkkjr dk bfrgkl ¼1556&1857bZ0 rd½Hkkx ,d**		

Course Objectives::-
> ➢ To study about the Mughal history after 1556, Akbar, Jahangir,Shahjahan and Marathaemergence
> ➢ To learns about the ShivajiAurangzeb and decline of Mughal empire.
> Administration of Mughals and Marathas

Course Outcomes: The Learners will study about the history of Akbar,Jahangir,Shahjahan and Marathas.
> ➢ They will also learn about the Administration culture and economy of Mughals and Marathas.

Credits: **4**		Type of Course: **Core**	
Max. Marks: **100**		Min. Passing Marks: **36**	
(Syllabi should be framed block wise/unit wise)			
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Suggested Text Book Readings: ➢	
This course can be opted as an elective by the students of following subjects:- **N.A.**	

Syllabus for B.A. in History

Programme: **Bachelor of Arts**		Year: **Second**	Semester: **Fourth**
Subject: **History**			
Course Code: **UGHY-104N**	Course Title: **Hkkjr dk bfrgkl ¼1556&1857bZ0 rd½Hkkkxnks**		

Course Objectives::-
- ➢ To learn about the society and culture during Mughals.
- ➢ To study the British rule in India political situation and impact of its policies

Course Outcomes:
- ➢ The learners will be aware of culture and society and economy.
- ➢ They will learn about the political situation of India and 1857 revolution.

Credits: **4**		Type of Course: **Core**	
Max. Marks: **100**		Min. Passing Marks: **36**	
(Syllabi should be framed block wise/unit wise)			
çFke [k.M	**eqxydkyhu Hkkjr esa lekt ,oa laL—fr**		
bdkbZ 1	eqxy dkyhu lkfgR; dk fodkl ¼Qkjlh] fganh vkfn½		
bdkbZ 2	eqxy mejk oxZ lajpuk ,oa Hkwfedk		
bdkbZ 3	eqxy LFkkiR; dyk		
bdkbZ 4	eqxy fp=dyk		
bdkbZ 5	eqxy dkyhu lekt ,oa vkfFkZO;oLFkk		
[k.M f}rh;	**Hkkjr esa fczfV'k lÙkk ds LFkkiuk dk çkjafHkd pj.k**		
bdkbZ 6	vkaXy Ýkalhlh ;q) % i`"BHkwfe] dkj.k ,oa ifj.kke		
bdkbZ 7	lyklh dk ;q) % i`"BHkwfe] dkj.k ,oa ifj.kke		

bdkbZ 8	ikuhir dk r`rh; ;q) % i`"BHkwfe] egRo
bdkbZ 9	eSlwj % gSnj vyh ,oa Vhiw lqYrku
bdkbZ 10	caxky dk ?kVukØe] bZLV bafM;k daiuh ,oa cDlj dk ;q)
[k.M r`rh;	**Hkkjr esa fczfV'k lkezkT; dk foLrkj**
bdkbZ 11	çFke vkaXy ejkBk ;q) ¼17+67&1782bZ0 rd½ f}rh; vkaXy eSlwj ;q) ¼1780&1784bZ0 rd½ i`"BHkwfe ?kVukØe ,oa ifj.kke
bdkbZ 12	1765 ls 1798 dh vof/k esa eqxy ,oa Hkkjrh; jkT;ksa ds çfr bZLV bafM;k daiuh dh uhfr
bdkbZ 13	jsxqyslfVax ,DV 1773 bZ0] fIkV~l bfM;k 1784 ,oa 1793 dk pkVZj vf/kfu;e % i`"BHkwfe] izko/kku ,oa egRo
bdkbZ 14	1813bZ0] 1833bZ0 ,oa 1853bZ0 dk pkVZj ,DV rFkk vo/k dk foy;% i`"BHkwfe ,oa ifj.kke
bdkbZ 15	1857 dh Økafr dh nh?kZdkyhu ,oa rkRdkfyd i`"BHkwfe
Suggested Text Book Readings:	
➢	
This course can be opted as an elective by the students of following subjects:- **N.A.**	

Syllabus for B.A. in History

Programme: **Bachelor of Arts**		Year: **Third**	Semester: **Fifth**
Subject: **History**			
Course Code: **DCHY-101N**	Course Title: **vk/kqfud Hkkjr dk bfrgkl ¼1858&1964bZ0 rd½ Hkkx ,d**		
Course Objectives::- ➢ To study about the various s developments in modern Indian history between 1830 to 1845. ➢ To study about the industrial revolution imperialism and First World War.			
Course Outcomes: ➢ Learners will know about the various revolutions in Europe, American Civil War, opium wars, and contemporary situation of Africa and Asia. ➢ They will also know causes of First World War, United Nations, Russian Revolution.			
Credits: **4**		Type of Course: **Core**	
Max. Marks: **100**		Min. Passing Marks: **36**	
(Syllabi should be framed block wise/unit wise)			
çFke [k.M vkSifuosf'kd lqn`<+hdj.k ,oa jk'Vªh; tkx`fr			
bdkbZ 1	1830 bZ0 dh ØkfUr ds mijkURk laoS/kkfud ifjorZu		
bdkbZ 2	lkezkTth; uhfr&Hkkjrh; fj;klrksa ds izfr uhfr]lhekURk uhfr&cekZ]vQxkfuLrku ,oa frCcr		

bdkbZ 3	uohu lkekftd /kkjk,a&e/; oxZ ,oa uohu vfHktru oxksZ dk mn;]lekt lq/kkj vkUnksyuksa dh izo`fr;ka
bdkbZ 4	jktuhfrd psruk dk fodkl ,oa jk'Vªokn dk mnHko
bdkbZ 5	jk'Vªokn dk mnkjoknh pj.k ,oa Hkkjrh; jk'Vªh; dkxzsl dh LFkkiuk
[k.M f}rh;	**jk'Vªh; tkx`fr ,oa lkezkTth; izfrfØ;k**
bdkbZ 6	pjeiaFkh jk'Vªokn&mxzoknh /kkjk dk mn;]Lons"kh vfHk;ku]cax&Hkax]lwjr foHkktu
bdkbZ 7	lkEiznkf;d jktuhfr dk fodkl&1916dk y[kuÅ le>kSrk
bdkbZ 8	jk'Vªokn vkSj fczfV"k izfrfØ;k ,oa Hkkjrh; ifj'kn~ vf/kfu;e ,oa jk'Vªokndh vkykspuk
bdkbZ 9	ØkfURkdkjkjh jk'Vªokn dk fodkl ,oa ?kVukØe
bdkbZ 10	izFke fo"o;q} dh vof/k esa jk'Vªh; vkUnksyu
[k.M r`rh;	**jk'Vªokn dh izxfr ,oa fczfV"k ljdkj dh uhfr&1**
bdkbZ 11	laoS/kkfud ifjorZu rFkk jk'Vªokndh ljdkj izR;qRrj&Hkkjkj ljdkj vf/kfu;e 1919 dh i`'BHkwfe]izko/kku ,oa jk'Vªokndh vkykspuk
bdkbZ 12	f[kykQr vkUnksyu ,oa vlg;ksx vkUnksyu
bdkbZ 13	LojkT; ikVhZ ds mn~ns";]dk;Z ,oa volku
bdkbZ 14	Lkbeu deh"ku]usg: fjiksVZV]xksyest lEesyu
bdkbZ 15	Xkka/kh dk l`tukRed dk;ZØe ,oa lkekftd ;ksxnku 1948 bZ-rd
Suggested Text Book Readings: ➢	
This course can be opted as an elective by the students of following subjects:- **N.A.**	

Syllabus for B.A. in History

Programme: **Bachelor of Arts**		Year: **Third**	Semester: **Fifth**
Subject: **History**			
Course Code: **DCHY-102N**	Course Title: **vk/kqfud Hkkjr dk bfrgkl ¼1858&1964bZ0 rd½ Hkkkx nks**		

Course Objectives::-
- ➢ To study about the various aspects of the developments in modern Indian history between 1830 to 1845.
- ➢ To study about the industrial revolution imperialism and First World War

Course Outcomes:
- ➢ Learners will know about the various revolutions in Europe, American Civil War, opium wars, and contemporary situation of Africa and Asia.

	➤ They will also know causes of First World War, United Nations, Russian Revolution.

Credits: **4**		Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**	

(Syllabi should be framed block wise/unit wise)

çFke [k.M jk'Vªokn dh izxfr ,oa fczfV"k ljdkj dh uhfr&2	
bdkbZ 1	Ifou; voKk vkUnksyu dh i`'BHkwfe ,oa xfrØe
bdkbZ 2	Ukohu izo`fRRk;ka&d`'kd vkUnksyu ,oa oke i{k dk fodkl vkSj Hkwfedk
bdkbZ 3	ØkfUrdkjh jk'Vªokn dk iqujksRd'kZ ,oa jk'Vªh; vkUnksyu ,oa efgyk ØkfUrdkfj;ksa dh Hkwfedk
bdkbZ 4	Lkkekftd izrfrØ;k& fczfV"k lRrk dh Hkkjrh; fj;klrksa ds izfr uhfr rFkk jk'Vªokn ds izfr uhfr
bdkbZ 5	dsfUnz;] izkkUrh;] U;k;kf;d iz"kklu ,oa LFkkuh; Lok;Rr "kklu dk fodkl

[k.M f}rh; jk'Vªckn dk mRd'kZ ,oa lkezkT;ckn dk iru	
bdkbZ 6	Hkkjr ljdkj vf/kfu;e 1935
bdkbZ 7	lkEiznkf;d jktuhfr dk foLrkj&1939 ls 1945 bZå rd
bdkbZ 8	f}rh; fo"o;q) dk izkjfEHkkd pj.k ,oa ?kVukØe 1939 ls 1942 bZå rd
bdkbZ 9	f}rh; fo"o;q) dk mRrjorhZ pj.k 1942 ls 1945 bZå rd
bdkbZ 10	lRrk gLrkUrj.k ds iFk ij

[k.M r`rh; Lok/khurk ,oa mldk iqujkoyksdu	
bdkbZ 11	ekm.VcsVsu ;kstuk] LorU=rk ,oa fj;klrksa dk foy;
bdkbZ 12	lafc/kku lHkk dk dk;Z ,oa lafc/kku dh fo"ks'krk,a
bdkbZ 13	LorU=rk ds mijkUr lekftd ,oa vkfFkZd ifjfLFkr;k¡
bdkbZ 14	Hkkjr esa fu;kstu
bdkbZ 15	LorU=rk ds ckn Hkkjr dh fons"k uhfr

Suggested Text Book Readings: ➤

This course can be opted as an elective by the students of following subjects:- **N.A.**

Syllabus for B.A. in History

Programme: **Bachelor of Arts**	Year: **Third**	Semester: **Sixth**
Subject: **History**		
Course Code: **DCHY-103N**	Course Title: **Hkkjr dk lkaLd`frd bfrgkl&izkjfEHkkd dky ls 1950 bZ-rd**	

Course Objectives::-
➢ To study the Religion, Society and culture of Ancient India
➢ To Study society and culture of medieval India
➢ To study society and culture of Modern India India
➢ To study the economic condition of India.

Course Outcomes:
➢ Learners will know the Cultural history of India
➢ They will understand the various aspects of Indian History
➢ They will know the religious, Cultural and artistic aspects of India

Credits: **4**		Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**	
(Syllabi should be framed block wise/unit wise)		

çFke [k.M	çkphu Hkkjr esa /keZ] lekt ,oa laLd`fr I
bdkbZ 1	ISU/ko&lkjLor lH;rk esa /keZ]lekt ,oa laLd`fr
bdkbZ 2	vk;Z laLd`fr&iwoZ oSfnd ;qx ,oa mRRkj oSfnd ;qx esa lekt ,oa laLd`fr
bdkbZ 3	Ekgktuinksa dk dky ,oa tkfr O;oLFkk&mn~Hko rFkk vk/kkjHkwr fo"ks'krk,¡
bdkbZ 4	tSu /keZ&izeq[k fo"ks'krk,¡ fodkl]lEiznk;
bdkbZ 5	ckS} /keZ&izeq[k fo"ks'krk,¡ fodkl] lEiznk; ,oa voufr

[k.M f}rh;	çkphu Hkkjr esa /keZ] lekt ,oa laLd`fr II
bdkbZ 6	ekS;Zdkyhu lekt ,oa laLd`fr ,oa fo"ks'krk,¡
bdkbZ 7	xqIRkdkyhu lekt ,oa laLd`fr
bdkbZ 8	xqIRkksRRkj dkyhu lekt ,oa laLd`fr
bdkbZ 9	Hkkjr esa vU; /keZ ,oa n"kZu
bdkbZ 10	nf{k.kk Hkkjr esa fgUnw laLd`fr&pksy]pkyqD; ,oa iYYko dky

[k.M r`rh;	e/;dkyhu lekt ,oa laLd`fr I
bdkbZ 11	bLyke dk vkxeu ,oa Hkkjrh; laLd`fr ij izHkko
bdkbZ 12	HkfDr vkUnksyu
bdkbZ 13	lwQhokn
bdkbZ 14	e/;dkyhu Hkkjr esa lkekftd thou
bdkbZ 15	lYrur dky esa okLrqdyk dk fodkl

prqFkZ [k.M	e/;dkyhu lekt ,oa laLd`fr II
bdkbZ 16	mRrj e/;dkyhu Hkkjr esa lekt vkSj laLd`fr
bdkbZ 17	Ekqxy dky esa okLrqdyk dk fodkl
bdkbZ 18	Ekqxy dky esa fp=dyk dk fodkl
bdkbZ 19	Ekqxydkyhu lkekftd thou
bdkbZ 20	e/;dky esa laLd`r] fgUnh rFkk Qkjlh lkfgR; dk fodkl

Ikape	**vk/kqfud Hkkjr esa lekt ,oa laLd`fr**

[k.M	
bdkbZ 21	Hkkjrh; iqutkZxj.k
bdkbZ 22	19oha "krkCnh esa Ikekftd ,oa /kkfeZd Iq/kkj vkUnksyu
bdkbZ 23	Hkkjr esa f"k{kk dk fodkl rFkk izHkko
bdkbZ 24	vk/kqfud Hkkjr esa Ikekftd ifjorZu ,oa efgykvksa dk cnyrk Lrj
bdkbZ 25	Hkkjrh; laLd`fr ij ik"pkR; izHkko
'k'Ve~ [k.M	**Hkkjr dh vFkZO;oLFkk**
bdkbZ 26	izkphu Hkkjrh; lekt dh vkfFkZd fLFkfr
bdkbZ 27	iwoZe/;dkyhu Hkkjrh; lekt dh vkfFkZd fLFkfr ¼lkeUrokn½
bdkbZ 28	IYrurdkyhu Hkkjrh; lekt dh vkfFkZd fLFkfr
bdkbZ 29	Eqxydkyhu Hkkjrh; lekt dh vkfFkZd fLFkfr
bdkbZ 30	fczfV"k dkyhu Hkkjrh; lekt dh vkfFkZd fLFkfr
Suggested Text Book Readings: ➢	
This course can be opted as an elective by the students of following subjects:- **N.A.**	

Syllabus for B.A. in History

Programme: **Bachelor of Arts**		Year: **Third**	Semester: **Sixth**
Subject: **History**			
Course Code: **DCHY-104N**	Course Title: **vk/kqfud fo'o dk bfrgkl ¼1830&1919 bZ0 rd½**		

Course Objectives::-
 ➢ To study the industrial revolution and imperialism.
 ➢ To study the condition of first world war
 ➢ To know the role of United Nation Organization in the world
 ➢ To know the various trends of after First World War.

Course Outcomes: Learners will know the world history post 1830 till 1919.
 ➢ They will learn new world order and Achievements and challenges of United Nations Organization.

Credits: **4**		Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**	

(Syllabi should be framed block wise/unit wise)

çFke [k.M	;wjksi 1830 ls 1914 bZ- rd
bdkbZ 1	1830 bZ- dh ØkfULRk&i`'BHkwfe]?kVukØe ,oa izHkko
bdkbZ 2	1848 bZ-dh 1868 bZ- dh ØkfULRk& i`'BHkwfe]?kVukØe ,oa ifj.kke
bdkbZ 3	bVyh vkSj teZuh dk ,dhdj.k
bdkbZ 4	vkfLVªk;k 1848&1968 bZ-]:l 1860&1905 bZ-rd
bdkbZ 5	iwohZ leL;k
[k.M f}rh;	vkS|ksfxd ØkfURk ,oa lkezkT;okn dk ;qx
bdkbZ 6	;wjksisRrj fo'o 1860 &1914 bZ-rd
bdkbZ 7	la;qDr jkT; vesfjdk&x`g ;q} dh i`'BHkwfe vkSj ifj.kke]vesfjdk dk fo'o "kfDr ds :i esa mRd'kZ
bdkbZ 8	phu&vQhe ;q} dh i`'BHkwfe ,oa ifj.kke ¼dksjfj;k ds fo"ks'k lUnHkZ esa phu&tkiku ;q}½
bdkbZ 9	tkiku&rksdwxkok "kksxqu O;oLFkk dk iru esabth dh iquZLFkkiuk ,oa fo'o "kkfDr ds :i esa tkiku dk mRd'kZ
bdkbZ 10	vÝhdk ,oa ,f'k;k 1870&1919 bZ-rd
[k.M r`rh;	fo'o ;q} dk dky 1914&1919 bZ-rd
bdkbZ 11	;wjksih; "kfDr;ksa dh xqVcUnh dk fodkl ,oa mlds ifj.kke
bdkbZ 12	izFke fo'o;q} ds dkj.kksa dh leh{kk
bdkbZ 13	1919 dh "kkfURk O;oLFkk dk Lo:i
bdkbZ 14	jk'Vª la?k dk mn~ns"; lajpuk
bdkbZ 15	:l dh 1917 dh ØkfURk]cksY"ksfod lRRkk dh LFkkuk]ysfuu dh Hkwfedk];ksxnku
prqFkZ [k.M	fo'o ;q} dk dky 1919 ds i"pkr
bdkbZ 16	vkSifuosf"kd txr dh lkekU; ifjfLFkfr;k¡ 1939 bZ0 rd ,oa vÝhdk esa jk'Vªh; tkx`fr ds izeq[k i{k
bdkbZ 17	rqdhZ dk vk/kqfudhdj.k]eqLRkkQk dekyik"kk dk ;ksxnku

bdkbZ 18	nf{k.k ,oa nf{k.k iwoZ ,f"k;k rFkk vjc {ks=ksa ds fo"ks'k lUnHkZ esa ,f"k;kbZ jk'Vªokn dh izeq[k izo`fRRk;k¡ 1939bZ-rd
bdkbZ 19	phu 1919&1945 bZ-rd
bdkbZ 20	tkiku esa lSU;oknh vf/kuk;dokn dk fodkl 1919&1921 bZ- rd
Suggested Text Book Readings: ➤	

This course can be opted as an elective by the students of following subjects:- **N.A.**

B.A. in History

Programme: **Bachelor of Arts**	Year: **Fifth**	Semester: **Fifth**
Subject: **History**		

Course Code: **AR-101N**	Course Title: **Activity Report on historical places**

Course Objectives::-
  ➤ Learners will survey on historical places
  ➤ They will submit their report on historical places

Course Outcomes:
  ➤ Learners will be motivated to survey on historical places.
  ➤ The will know about the importance of historical places and Cultural heritage.
  ➤ They will be familiar with the various historical places in India.
  ➤
  ➤ After completing Survey they will submit their report in the School of Social Sciences and also on the concered regional centres for evaluation and award of marks.
  ➤ Evalution and award of mark will be internal/external

Credits: **4**	Type of Course: **Core**
Max. Marks: **100**	

B.A. in History

Programme: **Bachelor of Arts**		Year: **Sixth**	Semester: **Sixth**
Subject: **History**			
Course Code: **AR-102N**	Course Title: **Activity Report**		
Course Objectives::- ➢ Learners will have to submit an activity report			
Course Outcomes: ➢ Learners will be motivated to visit for activity report ➢ The will know about the importance of activity report ➢ They will be familiar with the various places in India.			
Note:- ➢ After completing Activity Report they will submit their project in the School of Social Sciences and also on the concered regional centres for evaluation and award of marks. ➢ Evalution and award of mark will be internal/external			
Credits: **4**		Type of Course: **Core**	
Max. Marks: **100**			

PROGRAMME PROJECT REPORT

Bachelor in Tourism Studies

(BTS)

(3 Year Porgramme In Accordance with NEP-2020)

School of Social Sciences

U.P. Rajarshi Tandon Open University, Prayagraj

1. Bachelor's Degree Programme:-

        The National Education Policy (NEP) 2020 envisions a new vision that enables an individual to study one or more specialized areas of interest at a deep level, and also develops capabilities across range of disciplines including social sciences, humanities, arts, sciences, languages, as well as professional, technical, and vocational subjects. The NEP 2020 focuses on the formulation of expected learning outcomes for all higher education programmes. It states that "National Higher Education Qualifications Framework (NHEQF)" shall be along with the National Skills Qualifications Framework (NSQF) to ease the integration of vocational education into higher education. It also points out that higher education qualifications leading to a degree/diploma/certificate shall be described by the NHEQF in terms of Outcome Based Education (OBE). The design of B.T.S. in tourism studies programme in line with NHEQF offers opportunities and avenues to learn core subjects but also to explore additional avenues of learning beyond the core subjects for holistic development to learners. The uniform grading system will also enable potential employers in assessing the performance of the learners. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on learner's performance in examinations, guidelines framed by the UGC are followed. Hence, adoption of NHEQF helps to overcome the gap between University degree and employability by introducing skills and competencies in the graduates.

2.2.1 Programme's Mission and Objectives:-

- ➢ The learners will be motivated to contribute towards nation-building by making themselves more aware of different aspects of Tourism.
- ➢ The learners will develop the ability for rational attitude and skill apart from developing logical ability.
- ➢ To enable learners to become holistic and personality with wide learning expertise in Tourism that contributes in productive thinking in global society.
- ➢ Realizing the hidden potentialities of the learners.

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2.2.2 Relevance of the programme with HEI 'S mission and goals

This is three year programme which is designed with the objective of equipping learners to cope with the emerging trends and challenges in the scientific domain. Incongruence with goals of the University the programme also focuses to provide skilled man power to the society to meet global demands. The Programme is designed in such a manner so that a successful learner can go for higher studies as well as join the industry or can run their own start-ups.

2.2.3 NATURE AND PROSPECTIVE TARGET GROUP OF LEARNERS

This Programme is targetting all individuals looking to earn a graduation degree for employment, further higher education, promotion in career and professional development. Person who join lower level jobs after graduation on accout of economic obstaceles but keep up with zeal to carry on education. Open Distance Learning system provides education of those who are on the job. This Programme is designed with this spirit so that learners prepare them as good faculty in higher education institutions, successful government administrators.

2.2.4 APPROPRIATENESS OF PROGRAMME TO BE CONDUCTED IN OPEN AND DISTANCE LEARNING MODE TO ACQUIRE SPECIFIC SKILLS AND COMPETENCE

Learning outcomes after Level 8		
Learning Outcomes	**Elements of Descriptors**	**Level 8** **Bachelor' Degree (Research)**
LO1	Knowledge and understanding	Advanced knowledge about a specialized field of enquiry, with depth in one or more fields of learning within a broad multidisciplinary/interdisciplinarycontext. • A coherent understanding of the established methods and techniques of research and enquiry applicable to the Tourism studies.
LO2	Skills required to perform and accomplish tasks	A range of cognitive and technical skills required for performing and accomplishing complex tasks relating to the Tourism studies. • cognitive and technical skills relating to the established research methods and techniques,
LO3	Application of knowledge and	Apply the acquired advanced technical and/or theoretical knowledge and a range of cognitive and practical skills to analyse the quantitative and qualitative

	skills	data gathered drawing on a wide range of sources for identifying problems and issues relating to the BTS • Apply advanced knowledge related to research methods to carryout research and investigations to formulate evidence-based solutions to complex and unpredictable problems.
LO4	Generic learning outcomes	listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences, • communicate technical information and explanations, and the findings/results of the research studies relating to specialized fields of learning • present in a concise manner one's views on the relevance and applications of the findings of research and evaluation studies in the context of emerging developments and issues. • pursue self-paced and self-directed learning to upgrade knowledge and skills that will help accomplish complex tasks and pursue higher level of education and research.
LO5	Constitutional, humanistic, ethical and moral values	• Embrace and practice constitutional, humanistic, ethical, and moral values in one's life. • adopt objective, unbiased, and truthful actions in all aspects of work related to the chosen field (s) of learning and professional practice.
LO6	Employment ready skills, and entrepreneurship skills and mindset	• Managing complex technical or professional activities or projects, requiring the exercise of full personal responsibility for output of own work as well as for the outputs of the group as a member of thegroup/team. • exercising supervision in the context of work having unpredictable changes.

		Learning outcomes after Level 9
Learning Outcomes	**Elements of Descriptors**	**Level 9** **(Bachelor in Tourism Studies-BTS)**
LO1	Knowledge and understanding	Advanced knowledge about a specialized field of enquiry with a critical understanding of the emerging developments and issues relating to one or more fields of learning, • advanced knowledge and understanding of the research principles, methods, and techniques applicable to the Tourism studies, • Procedural knowledge required for performing and accomplishing complex and specialized professional tasks relating to teaching, and research an development.
LO2	Skills required to perform and accomplish tasks	Advanced cognitive and technical skills required for performing and accomplishing complex tasks related to Tourism studies. • Advanced cognitive and technical skills required for evaluating research findings and designing and conducting relevant research that contributes to the generation of new knowledge, • Specialized cognitive and technical skills relating to a body of knowledge and practice to analyse and synthesize complex information and problems.
LO3	Application of knowledge and skills	Apply the acquired advanced theoretical and/or technical knowledge about a specialized field of enquiry or professional practice and a range of cognitive and practical skills to identify and analyse problems and issues, including real-life problems, associated with the Tourism.
LO4	Generic learning outcomes	➢ Listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences,

		• Communicate, in a well-structured manner, technical information and explanations, and the findings/ results of the research studies undertaken in the Tourism studies
		➢ • meet one's own learning needs relating to the chosen fields of learning, work/vocation, and an area of professional practice, • pursue self-paced and self- directed learning to upgrade knowledge and skills, including research-related skills, required to pursue higher level of education and research.
LO5	Constitutional, humanistic, ethical and moral values	Embrace and practice constitutional, humanistic, ethical and moral values in one's life. Adopt objective and unbiased actions in all aspects of work related to the chosen fields/subfields of study and professional practice, • Participate in actions to address environmental protection and sustainable development issues.
LO6	Employment ready skills, and entrepreneurship skills and mindset	Adapting to the future of work and responding to the demands of the fast pace of technological developments and innovations that drive shift in employers' demands for skills, particularly with respect to transition towards more technology-assisted work involving the creation of new forms of work and rapidly changing work and production processes. • Exercising full personal responsibility for output of own work as well as for group/ team outputs and for managing work that are complex and unpredictable requiring new strategic approaches

2.2.5 Instructional Design:
2.5.1- 3-year B.A. in Tourism Studies Structure

The University follows the credit system in all its programmes. One credit is equal to30 hours of learner's study time which is equivalent to 15 lectures in conventional system.To earna Bachelor's Degree; a learner has to earn 120 credits in minimum four semesters (two years) with 40 credits per semester.

Explanation of terms used for categorization of courses:

A. Course 1 to 12: A course, which should compulsorily be studied by a learner as a core requirementis termed as a Core course.

2.5.2 Course curriculum: The details of syllabus are given in Appendix-I

2.5.3 Language of Instruction: English. However, learner can write assignment and give Term End Examination (TEE) either in Hindi or English.

2.5.4 Duration of the Programme:-

Minimum duration in years: 03:- Maximum duration in years: 06

2.5.5 Faculty & Support Staff:-

Director (1), Assistant Professor (1), Assistant Professor (Contratual) (3)
Academic Consultants (1) support staff (2)

2.6 Instructional Delivery Mechanisms

The Open University system is more learner-oriented, and the student is an active participant in the teaching- learning process. Most of the instructions are imparted through distance rather than face-to-face communication. The University follows a multi-media approach for instruction. It comprises of:

- self-instructional printed material (Self Learning Material)
- audio and video lectures
- face-to-face counseling
- assignments
- Project work in some courses
- teleconference/web conference
- Web Enabled Academic Support Portal
- e-GYANSANGAM (Open Educational Repository): http://gyansangam.uprtou.ac.in
- e-GYANARJAN: It's a Learning Management System based on Moodle (http://gyanarjan.uprtou.ac.in) to aid the learner through web conferencing, sharing of learning resources, counselling classes etc.

2.6.1 Self Learning Materials (SLM)

The Self Learning Material (SLMs) is prepared in line with the UGC guidelines on preparation of SLMs. The prepared study materials are self-instructional in nature. Each unit begins with an introduction to talk about the contents of the unit. The list of objectives is outlined to expect the learning based outcome after working through the unit. This is followed by the main body of the unit, which is divided into various sections and sub-sections. Each unit is summarized with the main highlights of the contents. Each unit has several "Check Your Progress" Questions and Terminal Questions /exercises. These questions help the learner to assess his/her understanding of the subject contents. At the end of units, additional references/books/suggested online weblink for MOOCs/Open Educational Resources for additional reading are suggested

2.6 Audio and Video lectures

Apart from SLM, audio and video lectures have been prepared for some courses. The audio- video material is supplementary to print material. The video lectures are available at YouTube channel of university (https://www.youtube.com/channel/UCj2XTEB6iCZwwIqmKw_jzYg).

2.6.3 Counselling classes

The face to face (F2F) counselling classes are conducted at head quarter and study centers. The purpose of such a contact class is to answer some of questions and clarify the doubts of learner which may not be possible through any other means of communication. Well experienced counsellors at study centers provide counselling and guidance to the learner in the courses that (s) he has chosen for study. The counselling sessions for each of the courses will be held at suitable intervals throughout the whole academic session. The time table for counselling classes are displayed at head quarter as well as by the coordinator of study center, however, attending counselling sessions is not compulsory. It is noted that to attend the counselling sessions, learners have to go through the course materials and note down the points to be discussed as it is not a regular class or lectures.

2.6.4 Assignment

The purpose of assignments is to test the comprehension of the learning material that learner receives and also help to get through the courses by providing self-feedback to the learner. The course content given in the SLM will be sufficient for answering the assignments. Assignments constitute the continuous evaluation component of a course. The assignments are available at the SLM section of the home page of university website. In any case, learner

has to submit assignment before appearing in the examination for any course. The assignments of a course carry 30% weightage while 70% weightage is given to the term- end examination (TEE). The marks obtained by learner in the assignments will be counted in the final result. Therefore, It is advised to take assignments seriously.

2.6.6 Teleconference/web conference,

Teleconference/web conference, using done through ZOOM/webex and other plateform in of online special counselling sessions is another medium to impart instruction to and facilitatelearning for a distance learner. The students concerned would be informed about the teleconferencing schedule and the place where it is to be conducted by sending bulk SMS.

2.6.7 Web Enabled Academic Support Portal

The University also provides Web Enabled Academic Support Portal to access the course materials, assignments, and other learning resources.

2.6.8 e- GYAMSANGAM

The e-GYAMSANGAM (UPRTOU-OER REPOSITORY) is an open access platform for educational resources that rely on the concept of 5Rs namely; Reuse Revise, Remix Retain and Redistribute. Uttar Pradesh Rajarshi Tandon Open University in support with Commonwealth Educational Media Centre for Asia initiated the implementation of philosophy behind the NEP-2020 to provide equitable use of technology to support learners (SDG4). This not only ensure inclusive and equitable quality education opportunities but also provide faculty to repurpose high quality open educational resources (OER) such that innovative, interactive and collaborative learning environment is built. UPRTOU believes the philosophy of any body (reaching to last person of the society) and facilitate the learner by providing Self Learning Materials, Lecture Notes, Audio/video Lectures, Assignments, Course materials etc. through face-to-face mode as well as distance mode. This e-GYANSANGAM depository will fulfill the educational facilities through equitable use of technology to the learners.

Objectives:-

• To provide low-cost access model for learners. To foster the policy of reaching to unreached.

• To break down barriers of affordability and accessibility of educational resources.

• To give faculty the ability to customize course materials for learners.

• To provide equal access to affordable technical, vocational and higher education resources (SDG 4.3).

• To provide ubiquitous access to anyone. This will facilitate the quick availability of educational resources and reduces time.

• To supplement Self Learning Material (SLM).

• To reduce the mentor-mentee gap as depository provide access to number of local access as well as global access to educational resources

2.6.9 e-GYANARJAN: It's a Learning Management System based on Moodle (http://gyanarjan.uprtou.ac.in) to aid the learner through web conferencing, sharing of learning resources, counselling classes etc.

2.6.10 Learner Support Services Systems:-
(A) Study Centre

A Study Centre has following major functions:

(i) Counselling is an important aspect of Open University System. Face to face contact-cum-counselling classes for the courses will be provided at the Study Centre. The detailed programme of the contact-cum-counselling sessions will be sent to the learner by the Coordinator of the Study Centre. In these sessions learner will get an opportunity to discuss with the Counsellors his/her problems pertaining to the courses of study.

(ii) Evaluation of Assignments: The evaluation of Tutor Marked Assignments (TMA) will be done by the Counsellors at the Study Centre. The evaluated assignments will be returned to the learner by the Coordinator of Study Centre with tutor comments and marks obtained in TMAs. These comments will help the learners in his/her studies.

(iii) Library: Every Study Centre will have a library having relevant course materials, reference books suggested for supplementary reading prepared for the course(s).

(iv) Information and Advice: The learner will be given relevant information about the courses offered by the University. Facilities are also provided to give him/her guidance in choosing courses.

(v) Interaction with fellow-students: In the Study Centre learner will have an opportunity to interact with fellow students. This may lead to the formation of self-help groups.

(B) Learner Support Services (LSS)

The University has formed an LSS cell at the head quarter. The LSS cell coordinates with the Study Centre to get rid of any problem faced by the learners.

2.7 Procedure for admissions, curriculum transaction and evaluation

2.7.1 Admission Procedure

(A) The detailed information regarding admission will be given on the UPRTOU website and on the admission portal. Learners seeking admission shall apply online.

(B) Direct admission to 3-year B.A. (Tourism Studies) program is offered to the interested candidates.

(c) Eligibility for Admission- 10+2/Equivalent

(d) Medium of Instruction: Hindi/English

2.7.2 Programme Fee: Rs.4000/- year. The fee is deposited through online admission portal only.

2.7.3 Evaluation

The evaluation consists of two components:

1. Continuous evaluation through assignments

2. Term-end examination. Learner must pass both in continuous evaluation as well as in the term-end examination of a course to earn the credits assigned to that course. For each course there shall be one written Terminal Examination. The evaluation of every course shall be in two parts that is 30% internal weightage through assignments and 70% external weightage through terminal exams.

(A) Theory course Max. Marks

Terminal Examination- 70
Assignment   - 30
Total 100

The following 10-Point Grading System for evaluating learners' achievement is used for CBCS programmes:

10-Point Grading System in the light of UGC-CBCS Guidelines:-

Letter Grade	Grade Point	% Range
O (Outstanding) 100- 91	10	91-100
A+ (Excellent)	9	81-90
A (Very Good)	8	71-80
B+ (Good)	7	61-70
B (Above Average)	6	51-60
C (Average	**5**	41-50
P (Pass)	**4**	36-40
NC (Not Completed)	**0**	0-35
Ab (Absent)	0	----
Q	Qualified	Applicable only for Non-Credit
NQ	Not Qualified	courses

Learner is required to score at least a 'P' grade (36% marks) in both the continuous evaluation (assignments) as well as the term-end examination. In the overall computation .also, learner must get at least a 'P' grade in each course to be eligible for the B.A. degree.

Computation of CGPA and SGPA

(A) Following formula shall be used for calculation of CGPA and SGPA

For jth semester SGPA (Sj) = Σ (Ci *Gi)/ Σ Ci	where, Ci = number of credits of the ith course in jth semester Gi= grade point scored by the learner in the ith course in jth semester.
CGPA = Σ (Cj *Sj)/ Σ Cj	where, Sj = SGPA of the jth semester Cj = total number of credits in the jth semester

The CGPA and CGPA shall be rounded off up to the two decimal points. (For e.g., if a learner obtained 7.2345, then it will be written as 7.23 or if s(he) obtained 7.23675 then it be

will written as 7.24) CGPA will be converted into percentage according to the following formula Equivalent Percentage=9.5

(B) Award of Division
The learner will be awarded division according to the following table:

Division	Classification
1st Division	6.31 or more and less than 10 CGPA
2nd Division	4.73 or more and less than 6.31 CGPA
3rd Division	3.78 or more and less than 4.73 CGPA

2.7.4 Multiple Entry and Multiple Exit options

The 3-year B.T.S. programme is an Outcome-Based Education (OBE) for qualifications of different types. The qualification types and examples of title/nomenclature for qualifications within each type are indicated.

2.8 Requirement of the laboratory support and Library Resources:

The viva-voce is held in the School of Social sciences and also Regional centres. The learner will have the facility to use the syllabus. The SLM, supplementary text audio and video material of the various courses of the program is available through the online study portal of the University. The University also has a subscription of National Digital Library to provide the learners with the ability to enhance access to information and knowledge of various courses of the programme.

2.9 Cost estimate of the programme and the provisions:

3 Year B.T.S. programme consists of 12 Core courses and 8 dicipline centric course, 6 skill enhancement course, 4 Ability Enhancement Course, 2 Activity Report related Course. One course is of 4 credits. A learner has to earn 120 Credits

2.10 Quality assurance mechanism and expected programme outcomes:-

(A) Quality assurance mechanism: The program structure is developed under the guidance of the Board of studies comprising external expert members of the concerned subjects followed by the School board. The program structure and syllabus is approved by the Academic Council of the University. The course structure and syllabus is reviewed time to time according to the feedback received from the stakeholders and societal needs. The Centre for Internal Quality Assurance will monitor, improve and enhance effectiveness of the program through the following:

Annual academic audit

✓Feedback analysis for quality improvement

✓Regular faculty development programs

✓Standardization of learning resources

✓Periodic revision of program depending upon the changing trends by communicating to the concerned school

(b) Expected programme outcomes (POs)

Knowledge and understanding	**PO1**	Demonstrate a fundamental/coherent understanding of the academic in all disciplines of BTS , its different learning areas and applications, and its linkages with related disciplinary areas/subjects
Skills related to specialization	**PO2**	Employ critical thinking and the scientific knowledge to design, carry out, record and analyze the results of BTS experiments
Application of knowledge and skills	**PO3**	Identify and apply appropriate principles and methodologies to solve different types of problems with well-defined solutions.
	PO4	Equip learners to face the employment challenges and instil confidence to turn into entrepreneur and also step into research career.
Generic learning outcomes	**PO5**	Generation of new scientific insights or to the innovation of new applications of Tourism research
	PO6	The learners will improve their competencies on par with their counterparts in premier institutions across the nation.

Newly Introduced programme	
Programme:	**Bachelor of Arts (BTS)**
Year	First Introduction year:**1999-2000**
Revision of Programme	
Initiation year of revision-**2015-16**	Completion year of revision-**2015-16**

U.P. Rajarshi Tandon Open University, Prayagraj

Proposed Course Structure of U.G. Programme

Subject: Bachelor in Tourism Studies (BTS)

Year	Semester	Course Code	Title of papers	Credits
Core Course				
	First Semester	BTS-101N	i;ZVu esa vk/kkj ikB~;Øe Foundation Course in Tourism	4
		BTS-102N	i;ZVu ds vk;ke Dimensions of Tourism	4
		BTS-103N	i;ZVu fodkl %mRikn] lapkyu Tourism Development, Product and Operation	4
Skill Enhancement Course				
	First Semester	SEIC&T-04	Skill Enhancement Course on Indian Culture & Tourism	4
Ability Enhancement Awareness Course				
	First Semester	AECEG OR AECHD	Ability Enhancement Course in English OR Ability Enhancement Course in Hindi	4 or 4
	Credits of First Semester			**20**
First Year	Second Semester	BTS-104N	i;ZVu fodkl %mRikn] lapkyu Tourism Development, Product and Operation	4
		BTS-105N	i;ZVu esa izcU/ku Management in Tourism	4
		BTS-106N	i;ZVu lsokvks esa izcU/ku Management in Tourism Services	4
Skill Enhancement Course				
	Second Semester	SES&T-03	Skill Enhancement Course on Science & Technology	4
Ability Enhancement Awareness Course				
	Second Semester	AEC Or AEC	Human Right & Duties or Health & Hygiene	4 or 4
	Credits of Second Semester			**20**
Second Year	Third Semester	BTS-107N	Hkkjrh; laLd`fr % i;ZVu ifjn`"V Indian Culture-Perspective for Tourism	4
		BTS-108N	ikfjfLFkfrdh] lk;kZoj.k ,oa lk;ZVu Hkkx&1 Ecology, Environment and Tourism part-1	4
		BTS-109N	ikfjfLFkfrdh lk;kZoj.k ,oa lk;ZVu Hkkx&2 Ecology, Environment and Tourism part-2	4
Skill Enhancement Course				
	Third Semester	SESP-05	Skill Enhancement Course on Secretarial Practices	4
Ability Enhancement Awareness Course				
	Third Semester	AECEA OR AESWM	Ability Enhancement Course in Environment Awareness Or Ability Enhancement in Solid Waste Management	4 or 4
	Credits of Third Semester			**20**
	Fourth Semester	BTS-110N	lk;ZVu foi.ku Hkkx&1 Tourism Marketing part-1	4

		BTS-111N	lk;ZVu foi.ku Hkkx&2 Tourism Marketing part-2	4
		BTS-112N	lk;ZVu dk mn~Hko ,oa fodkl Origin and Development of Tourism	4
	Skill Enhancement Course			
	Fourth Semester	SEINS-06	Skill Enhancement Course on Insurance	4
	Ability Enhancement Awareness Course			
	Fourth Semester	AECNC OR AEDM	Ability Enhancement Course in Nutrition for Community OR Ability Enhancement in Disaster Management	4 or 4
	Credits of Fourth Semester			**20**
	Discipline Centric Course			
Third Year	Fifth Semester	DCBTS-101N	ckS) /keZ dk ifjp; ,oa ckS) /keZ ds eq[; ds eq[; rhFkZ LFkkuksa dk o.kZu Hkkx&1 Introduction to Buddhism and Description of Main Buddhist Pilgrimage Places part-1	3
		DCBTS-102N	ckS) /keZ dk ifjp; ,oa ckS) /keZ ds eq[; ds eq[; rhFkZ LFkkuksa dk o.kZu Hkkx&2 Introduction to Buddhism and Description of Main Buddhist Pilgrimage Places part-2	3
	Fifth Semester	DCBTS-103N	mÙkj izns”k ds egRoiw.kZ /kkfeZd% LFkkuksa dk ifjp;] egRo vkSj o.kZu Important Religious Place of Uttar Pradesh-Introduction, Importance and Description	3
		DCBTS-104N	Hkkjr esa vk/;kfRed dsUnz Spiritual Centres of India	3
	Skill Enhancement Course			
	Fifth Semester	SECT-101N	lkaLd`frd lk;ZVUk Cultural Tourism	4
	Industrial Training/ Survey/Research Project/Field Work/Apprenticeship			
	Fifth Semester	AR101N	Actvity Report on Important Religious and Historical Places	4
	Credits of Fifth Semester			**20**
	Sixth Semester	DCBTS-105N	tSu /keZ dk ifjp; ,oa tSu /keZ ds eq[; ds eq[; rhFkZ LFkkuksa dk o.kZu Introduction to Jainism and Description of Main Jainism Pilgrimage Places	3
		DCBTS-106N	O;kolkf;d laxBu Business Organization	3
	Sixth Semester	DCBTS-107N	Hkkjr esa lekt Society in India	3
		DCBTS-108N	lekt vkSj /keZ Society and Religion	3
	Skill Enhancement Course			
	Sixth Semester	SEUPCH-102N	mRrj izns”k dh lkaLd`frd fojklr Cultural Heritages of Uttar Pradesh	4
	Industrial Training/ Survey/Research Project/Field Work/Apprenticeship			
	Sixth Semester	AR102N	Survey of Important Religious Places of Uttar Pradesh	4
Credits of Sixth Semester				**20**
Total Credits of First+ Second+Third+Fourth+Fifth+Sixth Semester =20+20+20+20+20+20 =				**120**

Syllabus for Bachelor in Tourism Studies
(BTS)

Programme: **B.A. in Tourism**		Year: **First**	Semester: **First**
Subject: **BTS (Tourism)**			
Course Code: **BTS-101N**	Course Title: **i;ZVu esa vk/kkj ikB~;Øe (Foundation Course in Tourism)**		
Course Objectives::- ➢ To know about the origin and development of tourism sector. ➢ To know about the tourism statics, transportation and other services.			
Course Outcomes: ➢ Learners will know about the basic of tourism and various aspects of tourism related services. ➢ They will know about allied services transportation means and rail tourism.			
Credits: **4**		Type of Course: **Core**	
Max. Marks: **100**	Min. Passing Marks: **36**		
(Syllabi should be framed block wise/unit wise)			
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Suggested Text Book Readings:

This course can be opted as an elective by the students of following subjects:-N.A.

Syllabus for Bachelor in Tourism Studies
(BTS)

Programme: **B.A. in Tourism**	Year: **First**	Semester: **First**
Subject: **BTS (Tourism)**		

Course Code: **BTS-102N**	Course Title: **i;ZVu ds vk;ke (Dimensions of Tourism)**

Course Objectives::-
  - ➢ To understand the biodiversity tourism, marketing communication and accounting.
  - ➢ To supplement knowledge about museum, Archives, religion, tourism policy infrastructure and tourism governance

Course Outcomes:
  - ➢ Learners will know about the tourism dimensions- like, biodiversity, marketing heritage and religious aspects of tourism.
  - ➢ They will understand about tourism policy and planning, Manila declaration and challenges in tourism.

Credits: **4**	Type of Course: **Core**

Max. Marks: **100**	Min. Passing Marks: **36**
(Syllabi should be framed block wise/unit wise)	

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Suggested Text Book Readings:	
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This course can be opted as an elective by the students of following subjects:-N.A.	

Syllabus for Bachelor in Tourism Studies
(BTS)

Programme: **B.A. in Tourism**		Year: **First**	Semester: **First**
Subject: **BTS (Tourism)**			
Course Code: **BTS-103N**	Course Title: **&** i;ZVu fodkl %mRikn] lapkyu vkSj fLFkfr		
	Tourism Development, Product and Operation		

Course Objectives::-	
➢ To learn about the tourism development, tour guide services and museum.	
➢ To get acquainted about local music and dance traditions, hillstations and wild life.	
Course Outcomes:	
➢ The students will be familiar with tourism development and its dimensions.	
➢ They will also know about the Khajuraho festival, Mumbai city, fairs and plays culture in India.	
Credits: **4**	Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**
(Syllabi should be framed block wise/unit wise)	

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Suggested Text Book Readings:	
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This course can be opted as an elective by the students of following subjects:-N.A.

Syllabus for Bachelor in Tourism Studies
(BTS)

Programme: **B.A. in Tourism**		Year: **First**	Semester: **Second**
Subject: **BTS (Tourism)**			
Course Code: **BTS-104N**	Course Title: **i;ZVu fodkl %mRikn] lapkyu**		
	Tourism Development, Product and Operation		
Course Objectives::-			
➢ To learn about the tourism sites, Festivals and other type of tourism			
➢ To understand the various aspects of tourism and special tourism services in India.			
Course Outcomes:			
➢ Learner will be able to know about different type of tourism and associated services.			
➢ They will also know about the tourism policy marketing national highways hand heritage hotels.			
Credits: **4**		Type of Course: **Core**	
Max. Marks: **100**	Min. Passing Marks: **36**		
(Syllabi should be framed block wise/unit wise)			
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Suggested Text Book Readings:
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This course can be opted as an elective by the students of following subjects:-N.A.

Syllabus for Bachelor in Tourism Studies
(BTS)

Programme: **B.A. in Tourism**		Year: **First**	Semester: **Second**
Subject: **BTS (Tourism)**			
Course Code: **BTS-105N**	Course Title: **i;ZVu esa izcU/ku** **Management in Tourism**		

Course Objectives::-
  ➢ To understand the concept of tourism and entrepreneurship and management aspects of tourism.
  ➢ To enable learners to get familiar with interpersonal and intra-personal behaviour and human resource management.

Course Outcomes:
  ➢ Learners will know about management and organization of tourism and human behaviour.
  ➢ They will also learn about the human behaviour and interaction and financial management and information technology.

Credits: **4**	Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**

(Syllabi should be framed block wise/unit wise)

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Suggested Text Book Readings: ➤	
This course can be opted as an elective by the students of following subjects:-N.A.	

Syllabus for Bachelor in Tourism Studies
(BTS)

Programme: **B.A. in Tourism**	Year: **First**	Semester: **Second**
Subject: **BTS(Tourism)**		
Course Code: **BTS-106N**	Course Title: **i;ZVu lsokvks esa izcU/ku** **Management in Tourism Services**	

Course Objectives::- ➢ To learn about the management and tourism services. ➢ To understand about tourism operators, agencies, mass communication and moral values in tourism and pollution elimination.	
Course Outcomes: ➢ Learners will know about tourism services and transportation system. ➢ They will also learn aboutthe Rail, Airlines and related international conventions.	
Credits: **4**	Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**

(Syllabi should be framed block wise/unit wise)	
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Suggested Text Book Readings: ➢
This course can be opted as an elective by the students of following subjects:-N.A.

Syllabus for Bachelor in Tourism Studies
(BTS)

Programme: **B.A. in Tourism**	Year: **Second**	Semester: **Third**
Subject: **BTS (Tourism)**		

Course Code: **BTS-107N**	Course Title: **Hkkjrh; laLd`fr % i;ZVu ifjnf`"V**
	Indian Culture-Perspective for Tourism

Course Objectives::-
- ➢ To know about the Indian culture with respect to tourism.
- ➢ To now various dimension of culture and archaeological sites.

Course Outcomes:
- ➢ Learners will understand the rich Indian culture and heritage that is core element of tourism in India.
- ➢ They will know about the business respects hope tourism in India.

Credits: **4**	Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**

(Syllabi should be framed block wise/unit wise)

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Suggested Text Book Readings:
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This course can be opted as an elective by the students of following subjects:-N.A.

Syllabus for Bachelor in Tourism Studies
(BTS)

Programme: **B.A. in Tourism**		Year: **Second**	Semester: **Third**
Subject: **BTS (Tourism)**			
Course Code: **BTS-108N**	Course Title: **ikfjfLFkfrdh lk;kZoj.k ,oa lk;ZVu&Hkkx&1** **Ecology, Environment and Tourism-part-1**		

Course Objectives::-
➤ To know environment, nature and Biome and its importance in tourism.
➤ To understand the philosophy, issues and tourism potential in India.

Course Outcomes:
➤ Learners will be acquainted about environment and ecology and concepts related to tourism.
➤ They will learn about development theories and infrastructure.

Credits: **4**		Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**	
(Syllabi should be framed block wise/unit wise)		
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Suggested Text Book Readings:
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This course can be opted as an elective by the students of following subjects:-N.A.

Syllabus for Bachelor in Tourism Studies
(BTS)

Programme: **B.A. in Tourism**		Year: **Second**	Semester: **Third**
Subject: **BTS (Tourism)**			
Course Code: **BTS-109N**	Course Title-**ikfjfLFkfrdh] lk;kZoj.k ,oa lk;ZVu&Hkkx&2**		

	Ecology, Environment and Tourism-part-2

Course Objectives::-
- ➢ To know about the tourism policy, environment, degradation and indigenous people.
- ➢ To learn about the world life and vegetation, mountain, islands, plays and resort.

Course Outcomes:
- ➢ The students will know about tourism governance and various issues.
- ➢ They will learn about the environment and hotel managementservices.

Credits: **4**		Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**	
(Syllabi should be framed block wise/unit wise)		
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Suggested Text Book Readings:
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This course can be opted as an elective by the students of following subjects:-N.A.

Syllabus for Bachelor in Tourism Studies
(BTS)

Programme: **B.A. in Tourism**		Year: **Second**	Semester: **Fourth**
Subject: **BTS (Tourism)**			
Course Code: **BTS-110N**	Course Title- **lk;ZVu foi.ku&Hkkkx&1** **Tourism Marketing-part-1**		

Course Objectives::-
  ➢ The students will learn about tourism marketing, research and products.
  ➢ To understand the working of NGOs, local bodies and promotional strategies in tourism.			

Course Outcomes:
  ➢ Learner will be able to understand and analyse tourism policy marketing strategies and promotional techniques.
  ➢ They will also know about the different stakeholders involvein tourism sector activities.			

Credits: **4**		Type of Course: **Core**	
Max. Marks: **100**	Min. Passing Marks: **36**		
(Syllabi should be framed block wise/unit wise)			
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Suggested Text Book Readings:
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This course can be opted as an elective by the students of following subjects:-N.A.

Syllabus for Bachelor in Tourism Studies
(BTS)

Programme: **B.A. in Tourism**	Year: **Second**	Semester: **Fourth**
Subject: **BTS (Tourism)**		

Course Code: **BTS-111N**	Course Title- **lk;ZVu foi.ku&Hkkx&2**
	Tourism Marketing-part-2

Course Objectives::-
  ➢ To learn about the tourism marketing with respect to local places and festivals.
  ➢ To know more about residential, arrangements trade and transportation.

Course Outcomes:
  ➢ Learner will know about the tourism marketing.
  ➢ They will learn about the various domains of tourism and transportation marketing.

Credits: **4**	Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**

(Syllabi should be framed block wise/unit wise)

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Suggested Text Book Readings:	
This course can be opted as an elective by the students of following subjects:-N.A.	

Syllabus for Bachelor in Tourism Studies
(BTS)

Programme: **B.A. in Tourism**		Year: **Second**	Semester: **Fourth**
Subject: **BTS (Tourism)**			
Course Code: **BTS-112N**	Course Title- **Ik;ZVu dk mn~Hko ,oa fodkl** **Origin and Development of Tourism**		
Course Objectives::- ➤ To know about origin and development of tourism, industry and economic impacts.			

	➢ To understand the social and environmental effects of tourism.

Course Outcomes:
- ➢ Learner will know about the tourism infrastructure, industry and socio economic impacts.
- ➢ They will also know the challenges in tourism sector, use information technology, tour guide and new arena of tourism.

Credits: **4**		Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**	

(Syllabi should be framed block wise/unit wise)	
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Suggested Text Book Readings:
- ➢

Syllabus for Bachelor in Tourism Studies
(BTS)

Programme: **B.A. in Tourism**	Year: **Third**	Semester: **Fifth**

Subject: **BTS (Tourism)**		
Course Code: **DCBTS- 101N**	Course Title- **ckS) /keZ dk ifjp; ,oa ckS) /keZ ds eq[; rhFkZ LFkkuksa dk o.kZu&Hkkx&1** **Introduction to Buddhism and Description of main Buddhist Pilgrimage Places-part-1**	

Course Objectives::-

➢ To learn the origin and development of Buddhism, various sects and literature.

➢ To study about the political patronage and expansion of Buddhism in India and outside India.

Course Outcomes:

➢ Learner will know Buddhism, it's origin, teachings, philosophy and various acts.

➢ They will also learn about the Buddhism expansion in various Indian provinces and neighbourhood countries.

Credits: **4**		Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**	
(Syllabi should be framed block wise/unit wise)		

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Suggested Text Book Readings:
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This course can be opted as an elective by the students of following subjects:-N.A.

Syllabus for Bachelor in Tourism Studies
(BTS)

Programme: **B.A. in Tourism**		Year: **Third**	Semester: **Fifth**
Subject: **BTS (Tourism)**			
Course Code: **DCBTS -102N**	Course Title-**ckS) /keZ dk ifjp; ,oa ckS) /keZ ds eq[; rhFkZ LFkkuksa dk o.kZu&Hkkx&2** **Introduction to Buddhism and Description of main Buddhist Pilgrimage Places-part-2**		

Course Objectives::-
> To learn, art culture. End architectural expect of Buddhism
> To study Buddhist religious sites, eminent personalities, viharas and current status in India.

Course Outcomes:
> The students will know about the rich culture and heritage associated with Buddhism.
> They will be familiar about expansion decline and revival of Buddhism in India.

Credits: **4**		Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**	

(Syllabi should be framed block wise/unit wise)

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Suggested Text Book Readings:
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This course can be opted as an elective by the students of following subjects:-N.A.

Syllabus for Bachelor in Tourism Studies
(BTS)

Programme: **B.A. in Tourism**		Year: **Third**	Semester: **Fifth**
Subject: **BTS (Tourism)**			
Course Code: **DCBTS- 103N**	Course Title- **mÙkj izns"k ds egRoiw.kZ /kkfeZd LFkku&ifjp;] egRo vkSj o.kZu** **Important Religious Place of Uttar Pradesh-Introduction, Importance and Description**		

Course Objectives::-
  ➢ To learn about the important religious places situated in UP.
  ➢ To study about the core philosophy and importance of various religion in UP.			

Course Outcomes:
   ➢   Learners will understand the religious diversity and Co existence in UP.
   ➢ They will also learn about the religious places and their importance.	

Credits: **4**	Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**
(Syllabi should be framed block wise/unit wise)	

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Suggested Text Book Readings:
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This course can be opted as an elective by the students of following subjects:-N.A.

Syllabus for Bachelor in Tourism Studies
(BTS)

Programme: **B.A. in Tourism**		Year: **Third**	Semester: **Fifth**
Subject: **BTS (Tourism)**			
Course Code: **DCBTS 104N**	\Course Title- **Hkkjr esa vk/;kfRed dsUnz** **Spiritual Centres of India**		

Course Objectives::-
- ➢ To learn the core philosophy in spiritual life and spiritual places in India.
- ➢ To understand the importance of diverse religion and spiritual places in India.

Course Outcomes:
- ➢ Learners will be aware of spiritual richness prevailing in Indian cities.
- ➢ They will know about old rich and divine places that has spiritual importance.

Credits: **4**		Type of Course: **Core**	
Max. Marks: **100**	Min. Passing Marks: **36**		

(Syllabi should be framed block wise/unit wise)

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Suggested Text Book Readings:

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This course can be opted as an elective by the students of following subjects:-N.A.

Syllabus for Bachelor in Tourism Studies
(BTS)

Programme: **B.A. in Tourism**		Year: **Third**	Semester: **Fifth**
Subject: **BTS(Tourism)**			
Course Code: **SECT-101N**	Course Title- **IkaLd`frd Ik;ZVu** **Cultural Tourism**		
Course Objectives::- ➢ To know about the cultural tourism that includes, festivals, dances etc. ➢ To learn about the thardesert culture, wildlife and environment.			
Course Outcomes: ➢ Learners will understand thetourism aspects in Indian culture tradition and rural life. ➢ They will also learn about the nature tourism and tourism culture.			
Credits: **4**		Type of Course: **Skill**	
Max. Marks: **100**	Min. Passing Marks: **36**		
(Syllabi should be framed block wise/unit wise)			
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Suggested Text Book Readings:
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This course can be opted as an elective by the students of following subjects:-N.A.

Bachelor in Tourism Studies
(BTS)

Programme: **B.A. in Tourism**	Year: **Third**	Semester: **Fifth**

Subject: **BTS (Tourism)**	
Course Code: **AR101N**	Course Title **Activity Report on the important Religious and Historical places**

Course Objectives::-
  ➤ To participate in the field survey activity report to gain practical knowledge

Course Outcomes:
  ➤ Learners will gate practical knowledge of collection of data and analysing.

Credits: **4**	Type of Course: **Survey**
Max. Marks: **100**	

Syllabus for Bachelor in Tourism Studies
(BTS)

Programme: **B.A. in Tourism**		Year: **Third**	Semester: **Sixth**
Subject: **BTS (Tourism)**			
Course Code: **DCBTS-105N**	Course Title- **tSu /keZ dk ifjp; ,oa tSu /keZ ds izeq[k LFkkuksa dk o.kZu** **Introduction to Jainism and Description of main Jain places**		
Course Objectives::- ➢ To learn about the Jainism: origin, teachings and literature. ➢ To study about the expansion and decline of Jainism and its impact on Indian culture.			
Course Outcomes: ➢ Learners will know Jainism in thoroughly manner. ➢ They will understand Jainism influence and cause of its decline.			
Credits: **4**		Type of Course: **Core**	
Max. Marks: **100**		Min. Passing Marks: **36**	
(Syllabi should be framed block wise/unit wise)			

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bdkbZ& 3	='kHknso dh izeq[k f"k{kk,a
bdkbZ& 4	egkohj dh izeq[k f"k{kk,a
bdkbZ& 5	tSu lkfgR; dk ifjp;
bdkbZ& 6	ekS;Z dky esa tSu /keZ dh fLFkfr
bdkbZ& 7	fons"kkks esa tSu /keZ dk izlkj
bdkbZ& 8	Hkkjrh; laLd`fr dks tSu /keZ dk ;ksxnku
bdkbZ& 9	tSu /keZ ds izeq[k LFky&fnyokM+k dk tSu efUnj] xksers"oj efUnj] Jo.kcsyxksyk] ikokiqjh
bdkbZ& 10	tSu /keZ ds iru ds dkj.k
Suggested Text Book Readings: ➤	
This course can be opted as an elective by the students of following subjects:-N.A.	

Syllabus for Bachelor in Tourism Studies
(BTS)

Programme: **B.A. in Tourism**		Year: **Third**	Semester: **Sixth**

Subject: **BTS (Tourism)**			

Course Code: **DCBTS-106N**	Course Title-**O;kolkf;d laxBu** **Business Organization**

Course Objectives::-
- ➢ To study about the business organisations concepts and enforcement.
- ➢ To learn about the trade, business, export and import structure and public welfare institutions.

Course Outcomes:
- ➢ Learners will know about the basic concepts of business organizations, their structure and commercial activities.
  - ➢ They will also learn about the government role in business and public sector enterprises.

Credits: **4**	Type of Course: **Core**

Max. Marks: **100**	Min. Passing Marks: **36**

(Syllabi should be framed block wise/unit wise)

bdkbZ& 1	ewyHkwr ladYiuk,a
bdkbZ& 2	O;kolkf;d laxBuksa ds :i&1] O;kolkf;d laxBuksa ds :i&2
bdkbZ& 3	;kolkf;d izorZu
bdkbZ& 4	foRrh; lzksr y?kq ,oa nh?kZkZdkyhu for ds lzksr
bdkbZ& 5	LVkd ,DlpsUt
bdkbZ& 6	vkarfjd O;kikj forj.k ds ek/;e
bdkbZ& 7	Fkksd O;kikjh vkSj QqVdj O;kikjh] vk;kr vkSj fu;kZr dh dk;Zfof/k
bdkbZ& 8	O;kolkf;d la;kstu] O;olk; dh O;ogk;Zrk
bdkbZ& 9	O;olk; esa ljdkj dh Hkwfedk
bdkbZ& 10	lkoZtfud m|eksa esa laxBu ds :i
bdkbZ& 11	yksdksi;ksxh lsok laLFkk,W

Suggested Text Book Readings:
- ➢

This course can be opted as an elective by the students of following subjects:-N.A.

Syllabus for Bachelor in Tourism Studies
(BTS)

Programme: **B.A. in Tourism**		Year: **Third**	Semester: **Sixth**
Subject: **BTS (Tourism)**			
Course Code: **DCBTS-107N**	Course Title- **Hkkjr esa lekt** **Society in India**		

Course Objectives::-
   ➥ To study the Indian society, its structure and rural economy.
   ➥ To know about the unity and diversity, national and state politics, religious structure.			

Course Outcomes:
   ➥ Learners will know about the social dimension and rural and urban economy.
   ➥ They will also learn about the politics and religious organizations in India.			

Credits: **4**		Type of Course: **Core**	
Max. Marks: **100**	Min. Passing Marks: **36**		
(Syllabi should be framed block wise/unit wise)			
bdkbZ &1	,drk vkSj fofo/krk] xzkeh.k lkekftd lajpuk		
bdkbZ &2	xkWo vkSj ckgjh nqfu;k		
bdkbZ&3	"kgjhdj.k ds foU;kl"kgjh lkekftd lajpuk		
bdkbZ&4	ifjokj vkSj mlds izdkj] fookg vkSj mlds cnyrs foU;kl		
bdkbZ&5	ukrsnkjh&1] ukrsnkjh&2		
bdkbZ&6	xzkeh.k vFkkZO;oLFkk]"kgjh vFkkZO;oLFkk		
bdkbZ&7	xjhch %xzkeh.k vkSj "kgjh		
bdkbZ&8	jk'Vªh; jktuhfr] {ks=h; jktuhfr ,oa izknsf"kd jktuhfr		
bdkbZ&9	fgUnw lkekftd laxBu] eqfLye lkekftd laxBu ,oa bZlkbZ lkekftd laxBu		
bdkbZ&10	flD[k lkekftd laxBu		

bdkbZ& 11	ikjlh lkekftd laxBu
bdkbZ& 12	eqfLye lkekftd laxBu ,oa bZlkbZ lkekftd laxBu

Suggested Text Book Readings:
  ➢

This course can be opted as an elective by the students of following subjects:-N.A.

Syllabus for Bachelor in Tourism Studies
(BTS)

Programme: **B.A. in Tourism**		Year: **Third**	Semester: **Sixth**
Subject: **BTS (Tourism)**			
Course Code: **DCBTS-108N**	Course Title-**lekt ,oa /keZ** **Society and Religion**		

Course Objectives::-
  ➢ To study the Indian society and religionand tribal beliefs.
  ➢   To study the variousreligious, Sufism and bhakti movement and modern socio religious reform movements.

Course Outcomes:
  ➢ learners will be aware of religious structure and secularism
  ➢ They will also know about the tribal religion and reform movements in past.

Credits: **4**		Type of Course: **Core**
Max. Marks: **100**	Min. Passing Marks: **36**	
(Syllabi should be framed block wise/unit wise)		
bdkbZ &1	/kkfeZd laxBu % er] xzaFk vkSj laiznk;] /kkfeZd fo"ks'kK % vks>k] iqjksfgr vkSj iSxEcj	
bdkbZ &2	/keZ % lkekftd fLFkjrk vkSj cnyko	
bdkbZ& 3	/keZfujis{krk rFkk /keZfujis{khdj.k	
bdkbZ& 4	Hkkjr esa /kkfeZd cgqyokn % rF; vkSj ewY; ds :i esa	
bdkbZ& 5	tutkrh; /keZ % nks dslksa dk v/;;u	

bdkbZ& 6	fganw /keZ] tSu /keZ] ckS) /keZ] bZlkbZ /keZ ,oa flD[k /keZ
bdkbZ& 7	e/;dkyhu /kkfeZd vkanksyu 1& HkfDr ,oa lwQhokn
bdkbZ& 8	e/;dkyhu /kkfeZd vkanksyu 2& ohj"kSookn
bdkbZ& 9	e/;dkyhu /kkfeZd vkanksyu&1&vk;Z lekt e/;dkyhu /kkfeZd vkanksyu 1& jked`'.k fe"ku
bdkbZ& 10	thou pdzh; laLdkj &1 % tUe vkSj fookg thou pdzh; laLdkj &2 % e`R;q
bdkbZ& 11	rhFkZ ;k=kvksa dk lkekftd egRo ,oa /kkfeZd ioksZ dk lkekftd egRo
bdkbZ& 12	:f<+okn] lkEiznkf;drk ,oa /keZfujis{krk

Suggested Text Book Readings:
  ➢

This course can be opted as an elective by the students of following subjects:-N.A.

Syllabus for Bachelor in Tourism Studies
(BTS)

Programme: **B.A. in Tourism**	Year: **Third**	Semester: **Sixth**
Subject: **BTS (Tourism)**		

Course Code: **SEUPCH-102N-**	Course Title- **mRRkj izns"k dh lkaLd`frd fojklr** **Cultural Heritage of Uttar Pradesh**

Course Objectives::-
  ➢ To learn about the cultural heritage of UP, its origin, dimensions and importance.
  ➢ To study about the historical and cultural places located in UP and religious reform movements.

Course Outcomes:
  ➢ Learners will get to know about the heritage in UP.
  ➢ They will learn about the historical places and cultural importance various cities and tribal heritage.

Credits: **4**	Type of Course: **Skill**
Max. Marks: **100**	Min. Passing Marks: **36**
(Syllabi should be framed block wise/unit wise)	

bdkbZ&1	fojklr&vFkZ ,oa ifjHkk’kk
bdkbZ&2	fojklr dh ladYiuk ,oa vk;ke
bdkbZ&3	fojklr ds izdkj ,oa egRo
bdkbZ&4	iz;kx dk ,sfrgkfld ,oa lkaLd`frd egRo
bdkbZ&5	v;ks/;k dk ,sfrgkfld ,oa lkaLd`frd egRo
bdkbZ&6	dk”kh dk ,sfrgkfld ,oa lkaLd`frd egRo
bdkbZ&7	eFkqjk dk ,sfrgkfld ,oa lkaLd`frd egRo
bdkbZ&8	ikapky dk ,sfrgkfld ,oa lkaLd`frd egRo
bdkbZ&9	fp=dwV dk ,sfrgkfld ,oa lkaLd`frd egRo
bdkbZ&10	vkxjk ,oa Qrsgiqj lhdjh dk ,sfrgkfld egRo
bdkbZ&11	ukFk lEiznk; dk ,sfrgkfld ,oa lkaLd`frd egRo
bdkbZ&12	lwQh lUrksa dk lkaLd`frd ;ksxnku
bdkbZ&13	HkfDr dky ds lURkksa dk lkaLd`frd ;ksxnku
bdkbZ&14	mRRkj izns”k dh tutkrh; fojklr dk lkaLd`frd egRo
Suggested Text Book Readings:	
This course can be opted as an elective by the students of following subjects:-N.A.	

Bachelor in Tourism Studies
(BTS)

Programme: **B.A. in Tourism**		Year: **Third**	Semester:**Sixth**
Subject: **BTS (Tourism)**			
Course Code: **AR101N**	Course Title-**Activity Report on the Important Religious places of Uttar Pradesh**		
Course Objectives::- ➢ To participate in the field survey ay report s a activitactivities to gain practical knowledge			
Course Outcomes: ➢ Learners will gate practical knowledge of collection of data and analysing.			
Credits: **4**		Type of Course: **Survey**	
Max. Marks: **100**			

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(Master Degree in Yoga)

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"kkfUriqjae] iz;kxjkt

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iz;kxjkt

,eŒ,Œ ;ksx ikB~;Øe

Choice Based Credit Structure for Semester Based Post Graduate Programme w.e.f. July 2021-22

		izFke lsesLVj (1st Semester)		f}rh; lsesLVj (2nd Semester)	
		Papers	**Credit**	**Papers**	**Credit**
1	**Subject 1**	;ksx ds vk/kkj Hkwr rRo Paper Code 101	6	iratfy ;ksx lw= Paper Code 104	6
2	**Subject 2**	gB ;ksx ds fl)kUr Paper Code 102	6	;ksx fpfdRlk Paper Code 105	6
3	**Subject 3**	ekuo "kjhj jpuk ,oa fØ;k foKku Paper Code 103	6	;ksx fØ;kRed Paper Code 106	6
		TOTAL CREDIT 1ST SEM	18	TOTAL CREDIT 2ND SEM	18

		r`rh; lsesLVj (3rd Semester)		prqFkZ lsesLVj (4th Semester)		
		Papers	**Credit**		**Papers**	**Credit**
	Subject 1	Jhen~Hkxon~xhrk ,oa mifu'kn Paper Code 107	6	Compuls ory Paper	;ksx fØ;kRed ,oa ekSf[kdh (Yoga Practical) Paper Code 110	6
	Subject 2	vkgkj ,oa iks'k.k Paper Code 108	6	GROUP 1 OR	Hkkjrh; n"kZu PAPER CODE 111	6
					vuqla/kku fof/k;k¡ ,oa lkaf[;dh .Paper Code 112	
	Subject 3	oSdfYid fpfdRlk Paper Code 109	6	GROUP 2	y?kq "kks/k izcU/k Paper Code 113	6
					y?kq "kks/k ij vk/kkfjr ekSf[kdh ¼okbck½ Paper Code 114	
		TOTAL CREDIT 3rd SEM	18		TOTAL CREDIT 4th SEM	18
		TOTAL OF 1ST, 2ND, 3RD AND 4TH SEMESTER **72**				

3

;ksx ds vk/kkjHkwr rRo (MAYO – 101)

izFke [k.M & ;ksx dk Lo:i ,oa "kk[kkvksa dk ifjp;

bdkbZ&1   ;ksx dk vFkZ ifjHkkk'kk] egRo ,oa mn~ns";] ;ksx dk bfrgkl ,oa fodkl

bdkbZ&2   vk/kqfud ;qx esa fofHkUu {ks=ksa esa ;ksx dh mikns;rk] ;ksx ds lEcU/k esa feF;k /kkj.kk

bdkbZ&3   jkt;ksx ,oa gB;ksx

bdkbZ&4   HkfDr;ksx ,oa Kku;ksx

bdkbZ&5   deZ;ksx ,oa ea=;ksx

f}rh; [k.M & ;ksx dk fofHkUu "kkL=ksa esa mYys[k

bdkbZ&6   ;ksx of"k'k'k'B ,oa ukjn HkfDr lw= esa ;ksx

bdkbZ&7   ckS) n"kZu ,oa tSu n"kZu esa ;ksx

bdkbZ&8   osn ,oa mifu'kn esa ;ksx

r`rh; [k.M& izkphu dky esa ;ksx lEcU/kh ijEijk;sa

bdkbZ&9   egf'kZ iratfy dk ifjp; ,oa ;kSfxd ;ksxnku

           xksj[kukFk th dh ijEijk dk ifjp; vkSj ;kSfxd ;ksxnku

           vkfn "kadjkpk;Z th dk ifjp; vkSj ;kSfxd ;ksxnku

bdkbZ&10 Lokeh jke —'.k ijegal] Lokeh foosdkuUn] Jh vjfoan]

bdkbZ&11 egf'kZ je.k th] Lokeh dqoy;kuUn th] Jh ";ekpj.k ykgM+h

prqFkZ [k.M& vk/kqfud dky esa ;ksx lEcU/kh ijEijk;as

bdkbZ&12 Jh Vh0 jkek—'.k.kpk;Z] Lokeh f"kokuUn ljLorh] Lokeh IR;kuUn th

bdkbZ&13 Lokeh jke ¼fgeky;½ egf'kZ egs"k ;ksxh] ia0 Jh jke"kekZ vkpk;Z]

bdkbZ&14 ;ksxxq# v;axkj] Jh Jh jfo"kadj] Lokeh jkenso

iape [k.M& ;ksx xzaFkksa dk lkekU; ifjp;

bdkbZ&15 ?ksj.M lafgrk dk lkekU; ifjp;

bdkbZ&16 gB;ksx iznhfidk dk lkekU; ifjp;

bdkbZ&17 iratfy ;ksx lw= dk lkekU; ifjp;

bdkbZ&18 f"ko lafgrk dk lkekU; ifjp;

gB;ksx ds fl)kUr (MAYO – 102)

izFke [k.M & gB;ksx dk vFkZ ,oa 'kV~deZ

bdkbZ 01 &   gB;ksx dk vFkZ ,oa mn~ns";] gB;ksx dh izklafxdrkA

bdkbZ 02 &   gB;ksx ds ¼nl ;e vkSj nl fu;e½

   gB;ksx esa lk/kd vkSj ck/kd rRo] eB vkSj ferkgkj dh vo/kkj.kkA

bdkbZ 03 &   ?kV"kqf) dh vo/kkj.kk] gB;ksx esa "kks/ku fØ;vksa dh egRrk] "kks/ku fØ;k] /kkSfr] ofLrA

bdkbZ 04 &   ukSfy] =kVd] dikyHkkfr] usfrA

f}rh; [k.M & gB xzUFkksa esa vklu -I

bdkbZ 05 &   vklu dh ifjHkk'kk] ¼fu;e ,oa lko/kkfu;k¡½ lw;Z ueLdkj ¼ea= lfgr½ lw{e ;ksx

bdkbZ 06 &   rkM+klu] fr;Zd rkM+klu] dfVpØklu] o`{kklu] x#.kklu

bdkbZ 07 &   fl)klu] in~eklu] Hknzklu] otzklu] LokfLrdklu

bdkbZ 08 &   xkseq[kklu] ohjklu] xqIrklu] e;wjklu] eRL;sUnzklu] m'Vªklu]

r`rh; [k.M & gB xzUFkksa esa vklu -II

bdkbZ 09 &   xksj{kklu] if"peksRrkuklu] mRdV vklu] ladV vklu

bdkbZ 10 &   dqDdqVklu] dqekZlu] mRrkudqekZlu] e.Mqdklu] mRrku e.Mqdklu

bdkbZ 11 &   ukSdklu] ioueqDrklu] lokZaxklu] eRL;klu] "kokklu] "kh'kZklu

bdkbZ 12 &   "kyHkklu] Hkqtaxklu] /kuqjklu] edjklu]

prqFkZ [k.M & gB xzUFkksa esa izk.kk;ke

bdkbZ 13 &   izk.kk;ke dh vo/kkj.kk] izk.kk;ke dh voLFkk;sa vkSj pj.kA

   gB;ksx lk/kuk esa izk.kk;ke djus ds fy;s iwoZ vis{kk,aA

   ;ksx xzUFkksa esa of.kZr izk.kk;keA

bdkbZ 14 &   ukM+h "kks/ku izk.kk;ke] lfgr izk.kk;ke ¼lxHkZ izk.kk;ke] fuxHkZ izk.kk;ke½]

   mTtk;h izk.kk;ke] Hkzkejh izk.kk;ke] ewPNkZ izk.kk;ke] Iykfouh izk.kk;ke

bdkbZ 15 &   "khryh izk.kk;ke] lhRdkjh izk.kk;ke] HkfL=dk izk.kk;ke] lw;ZHksnh izk.kk;ke] dsoyh izk.kk;ke

iape [k.M & gB;ksx xzUFkksa esa ca/k eqnzk vkSj vU; fØ;k,¡

bdkbZ 16 &   ewycU/k] tkyU/kj ca/k] mfM~M;ku cU/k] egkcU/kA

bdkbZ 17 &   egkcs/k eqnzk] foijhrdj.kh] [kspjh eqnzk] dkdh eqnzk] ikf"kuh eqnzk

bdkbZ 18 &   otzksyh eqnzk] "kfDrpkfyuh eqnzk] rM+kxh eqnzk] ek.Mqdh eqnzk] vf"ouh eqnzk

bdkbZ 19 &   ?ksj.M lafgrk esa izR;kgkj] /kkj.kk vkSj /;ku dh vo/kkj.kkA

bdkbZ 20 &   gB iznhfidk esa uknkuqla/kku dh vo/kkj.kk vkSj ykHk uknkuqla/kku dh pkj voLFkk,a

ekuo 'kjhj jpuk ,oa fØ;k foKku (MAYO - 103)

çFke [k.M &   ekuo 'kjhj lajpuk

bdkbZ & 1   ekuo 'kjhj o 'kjhj jpuk] dksf'kdk o mrd lajpuk çdkj o dk;Z

bdkbZ & 2   vfLFk;ksa dh lajpuk] çdkj o dk;Z] laf/k;ksa dk çdkj o dk;Z

bdkbZ & 3   isf'k;ksa dh lajpuk] çdkj o dk;Z

bdkbZ & 4   vfLFk o is'khra= ij ;kSfxd çHkko

f}rh; [k.M & fofHkUu “kkjhfjd ra=

bdkbZ & 5   ikpu ra= dh lajpuk o dk;Z

bdkbZ & 6   mRltZu ra= dh lajpuk o dk;Z

bdkbZ & 7   “olu ra= lajpuk o dk;Z

bdkbZ & 8   ikpu mRltZu o “olu ra= ij ;ksx dk izHkko

r`rh; [k.M & iztuu ,oa ifjlapj.k ra=

bdkbZ & 9   iztuu ra= dh lajpuk o dk;Z

bdkbZ & 10   ifjlapj.k ra= dh lajpuk o dk;Z

bdkbZ & 11   jDr ,oa ykfldk iz.kkyh lajpuk ,oa dk;Z

bdkbZ & 12   iztuu ,oa ifjlapj.k ra= ij ;ksx dk izHkko

prqFkZ [k.M &   var% lzkoh ra= ,oa raf=dk ra=

bdkbZ & 13   fiV;wVªh xzafFk] ihfu;y xzafFk] Fkk;jkbM o iSjkFkk;jkbM xzafFk] ,fMªuy iSafØ;kt rFkk xksukM~l xzafFk

bdkbZ & 14   ih;w"k] ihfu;y] Fkk;jkbM] iSjkFkk;jkbM] ,fMªuy] iSafØ;kt] xzafFk;ksa ij ;kSfxd çHkko

bdkbZ & 15   raf=dk ra=&lajpuk o dk;Z

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bdkbZ & 18   raf=dk ra= ij ;kSfxd çHkko

iratfy ;ksx lw= (MAYO – 104)

izFke [k.M &   iratfy ;ksx lw= dk lkekU; ifjp; ,oa lekf/kikn

bdkbZ&1   iratfy ;ksx lw= dk ,sfrgkfld ifjp;

iratfy ;ksx lw= ds pkjksa v/;k;ksa dk ifjp;

bdkbZ&2   vk/kqfud ;qx esa iratfy ;ksx lw= dk egRo] “kkjhfjd ekufld ,oa lkekftd egRo

bdkbZ&3   ;ksx dh ifjHkk’kk] fpRr dh /kkj.kk] fpRr dh o`fRr] fpRr Hkwfe

bdkbZ&4   vH;kl&oSjkX;] ;ksxkUrjk;] bZ”oj Lo:i] fpRr fo{ksi]

bdkbZ&5   bZ”oj dh vo/kkj.kk vkSj xq.k] bZ”oj izkf.k/kku dh izfØ;k

bdkbZ&6   fpRr izlk/ku] lekf/k&lEizKkr ,oa _rEHkjk izKk] lcht ,oa fuchZt lekf/k

f}rh; [k.M & lk/kuk ikn

bdkbZ&7   fØ;k ;ksx & ri] Lok/;k;] bZ”oj izkf.k/kku

bdkbZ&8   iap Dys”k& vfo|k] vfLerk] jkx] }s’k] vfHkuos”k”k] dekZ”k; ,oa deZ foikd dh vo/kkj.kk   bdkbZ&9   n`”;fu#i.k] n`”Vkfu:ke] iz—fr iq#’k la;ksx

bdkbZ&10   v’Vkax ;ksx ¼cfgjax lk/kuk½ ;e] fu;e vklu] izk.kk;ke izR;kgkj dh vo/kkj.kk

r`rh; [k.M & foHkwfr ikn

bdkbZ&11   v’Vkax ;ksx ¼varj.k&lk/kuk½ /kkj.kk /;ku] lekf/k]

bdkbZ&12   la;e dk Lo:i

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v’Vflf) vf.kek] efgek] yf/kek] xfjek] izkfIr] izdkE;] bZf”kRo] of”kRo

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bdkbZ&14   flf);ksa ds izdkj] fueZy fpRr dh vo/kkj.kk] lekf/k ds ek/;e ls izkIr flf);ksa dk egRo

dk egRo

bdkbZ&15   /keZ es?k lekf/k] foosd] [;kfr] fu:ke ,oa dSoY;

bdkbZ&16   deZ] deZ ds izdkj] deZQy fl)kUr dk laf{klr o.kZu

;ksx fpfdRlk (MAYO - 105)

dqy vad&100
fyf[kr ijh{kk &70 $ vf/kU;kl &30

uksV & ;kSfxd vH;kl&mi;qä ;ksx fØ;kvksa ds ek/;e ls jksx dk çca/ku ;kSfxd vkgkj 'kVdeZ] vklu] çk.kk;ke] eqæk] ca/k] /kkj.kk /;ku] ;e vkSj fu;e] thou'kSyh ds uD'ks ¼lq/kkjkckRed funsZ'k½ vkgkj] fogkj] vkpkj vkSj fopkj esa la;e fuEufyf[kr lkekU; chekfj;ksa esa ;ksx fpfdRlk dk ,dh—r –f"Vdks.kA

çFke [k.M & ;ksx fpfdRlk vFkkZ vkSj ifjHkk"kk] fl)kUr ,oa vuq'kklu] ;ksx fpfdRlk esa thou 'kSyh ,oa vkgkj dh Hkwfedk

bdkbZ&1 & **fo'o LokLF; laxBu ds vuqlkj LokLF;] dh ifjHkk"kk vkSj blds egRo rFkk LokLF;] ds fofHkUu vk;ke&** 'kkjhfjd ekufld lkekftd vkSj vk/;kfRed LokLF; laj{k.k esa ;ksx dh Hkwfedk&thou thus ds ekxZ ds :i esa ;ksxA

bdkbZ&2 & LoLFk thou esa ;ksx fl)kUr] vkgkj&fogkj] vkpkj vkSj fopkj] ;ksx fpfdRlk ,oa ,ksiSfFkd fpfdRlk ds chp vUrj] ;ksx fpfdRlk dh lhek,a

bdkbZ&3 & **'olu laca/kh fodkj &** ,ythZ lacaf/kr ukfldk çnkg (Allergic Rhinitis) vkSj ok;qfooj.k 'kks/k (Sinusitis) Øksfud czkWaUdkbfVl (Chronic Bronchitis) ds dkj.k] y{k.k] funku ,oa ;ksx fpfdRlk

bdkbZ&4 & nek] vLFkek] fueksfu;k] ds dkj.k] y{k.k] funku ,oa ;ksx fpfdRlk

bdkbZ&5 & **ân; laca/kh fodkj (Cardiovascular disorders)-** mPp jäpki] fuEu jäpki] ds dkj.k] y{k.k] funku ,oa ;ksx fpfdRlk

bdkbZ&6 & ân; jä vojks/kd (Angina pectoris) dkfMZ;d vLFkek (Cardiac Asthma) ds dkj.k] y{k.k] funku ,oa ;ksx fpfdRlk

f}rh; [k.M & var%lzkoh vkSj p;kip; fodkj (Endocrinal and metabolic Disorder)-

bdkbZ&7& Mk;fcVht eSykbVl (Type I & II), Fkk;jkbM ¼mPp vkSj fuEu½] dkj.k] y{k.k] funku ,oa ;ksx fpfdRlk

bdkbZ&8 & eksVkik] mikip; flaMªkse (Metabolic Syndrome) ds dkj.k] y{k.k] funku ,oa ;ksx fpfdRlk

bdkbZ&9 & **çtuu ,oa mRltZu ra= lacaf/kr jksx &** uiqaldrk] ekfld /keZ lEcU/kh leL;k,&Y;wdksfj;k] dfV"kwy] buQfVZfyVh] ds dkj.k] y{k.k] funku ,oa ;ksx fpfdRlk

bdkbZ&10 & ;w0Vh0 vkbZ0] ;wfjujh LVªsl budaVhusal ds dkj.k y{k.k funku ,oa ;ksx fpfdRlk

bdkbZ&11 & xHkkZoLFkk çlo ds fy, ;ksx] çloiwoZ ns[kHkkky çloksÙkj ns[kHkkky

r`rh; [k.M & ikpu ra= lEcU/kh jksx&

bdkbZ&12 & vip] vth.kZ] vEyfiÙkk vYlj (Peptic Ulcers) bfjVscy ckosy flaMªkse] dkj.k] y{k.k] funku ,oa ;ksx fpfdRlk

bdkbZ&13& mnjok;q] ihfy;k] dksykbfVl] coklhj ds dkj.k] y{k.k] funku ,oa ;ksx fpfdRlk

bdkbZ&14 & **vfLFk ,oa eka"kis"kh ra= ds jksx&** dej nnZ] f"k;kfVdU;wjkbfVl] lokZbdbyi,f.MykbfVl] fj;wesVkbMvkFkzkbZfVl] vkfLVvksvkFkksZbfVl] vkeokr ds dkj.k] y{k.k] funku ,oa ;ksx fpfdRlk

bdkbZ&15 & **raf=dk ra= lacaf/kr jksx&** flj nnZ] ,ihysIlh ¼ fexhZ½] fgLVhfj;k] ds dkj.k y{k.k funku ,oa ;ksx fpfdRlk

bdkbZ&16 & volkn] fpark] vfuæk] ekbxzsu] ruko ds dkj.k y{k.k funku ,oa ;ksx fpfdRlk

bdkbZ&17 & **u'kk eqfä dk ;ksx çca/ku &** /kweziku] e|iku] rackdw] xqV[kk] Mªx ,fMD'ku ds dkj.k y{k.k funku ,oa ;ksx fpfdRlk] euksfo—fr (Anxiety disorders) ds dkj.k y{k.k funku ,oa ;ksx fpfdRlk

bdkbZ&18 & Qksfc;k] m}sx] ds dkj.k y{k.k funku ,oa ;ksx fpfdRlk

dqy vad&100

'kh"kZd	fooj.k	vad
vklu	lw{e ;ksx] lw;Z ueLdkj	30
	[kM+s gksdj djus okys vklu& rkM+klu] fr;Zd rkM+klu] dfV pØklu] f=dks.k] o`{kklu	
	cSBdj djus okys vklu& in~eklu] fl)klu] otzklu] v/kZeRL;saæklu] xkseq[kklu	
	ihB ds cy djus okys vklu& ukSdklu] ioueqäklu] lokaZxklu] eRL;klu] lsrqca/k vklu	
	isV ds cy djus okys vklu& 'kyHkklu] Hkqtaxklu] /kuqjklu] edjklu	
çk.kk;ke	ukM+h 'kks/ku çk.kk;ke] mTtkbZ çk.kk;ke] Hkzkejh çk.kk;ke] HkfL=dk çk.kk;ke] 'khryh çk.kk;ke] lw;ZHksnh çk.kk;ke	20
eqæk	**eqæk&** fpu eqæk] fpUe; eqæk] vkfn eqæk] es#naM eqæk] ;ksx eqæk] foijhr dj.kh eqæk] Kku eqæk] egkeqæk	10
"kVdeZ	tyusfr] lw= usrh] dqaty fØ;k] =kVd] dikyHkkfr	10
ekSf[kdh		30

Jhen~Hkxon~xhrk ,oa mifu'kn (MAYO – 107)

izFke [k.M & Jhen~Hkxon~xhrk &1

bdkbZ&01 &   Jhen~Hkxon~xhrk dk lkekU; ifjp;A

              Hkxon~xhrk esa ;ksx dh ifjHkk'kk vkSj mudh izkalfxdrk vkSj {ks=A

bdkbZ&02 &   Hkxon~xhrk ds vk/kkjHkwr rRo

bdkbZ&03 &   vkRek dk Lo:i] fLFkrizK dk y{k.k]

bdkbZ&04 &   deZ dk Lo:i ¼ldke vkSj fu'dke½ ;k deZ;ksx ¼v/;k;&3½

f}rh; [k.M &   Jhen~Hkxon~xhrk &2

bdkbZ&05 &   lka[;ksx dk vFkZ ¼v/;k;&2½] vkSj laU;kl ;ksxA

bdkbZ&06 &   /;ku ;ksx ¼v/;k;&6½ HkDr dk Lo:i ¼v/;k;&7½ HkfDr dk Lo:i

              ¼v/;k;&12½ HkfDr;ksx ds lk/ku vkSj lk/;A

bdkbZ&07 &   f=xq.k dk Lo:i vkSj iz—fr dh voLFkk,a] J)k ds rhu izdkjA

bdkbZ&08 &   ;ksx lk/kd ds fy;s Hkkstu] Hkkstu dk oxhZdj.k ¼v/;k;&14½

bdkbZ&09 &   eks{k laU;kl ;ksx ¼v/;k;&18½

              ;ksx lEcfU/kr mifu'knksa dk lkekU; ifjp;

r`rh; [k.M &   mifu'knksa dk lkekU; ifjp; & I

bdkbZ&10 &   mifu'knksa dk lkekU; ifjp;

bdkbZ&11 &   **bZ"kkokokL;ksifu'kn~&** deZfu'Bk dh vo/kkj.kk] fo|k vkSj vfo|k dh
              vo/kkj.kk

              czã dk Kku] vkReHkkoA

bdkbZ&12 &   **dsuksifu'kn~&** vkRe ¼Lo½ vkSj eu] lR; dh lgt vuqHkwfr] ;{kksik[;ku
              dk uSfrd mins"kA

bdkbZ&13 &   **dBksifu'kn~%&** ;ksx dh ifjHkk'kk] vkRek dk Lo:i] vkRekuqHkwfr dh
              egRrk

prqFkZ [k.M   &   mifu'knksa dk lkekU; ifjp; & II

bdkbZ&14 &   **iz"uksifu'kn~ &** izk.k vkSj jf; ¼l`f'V½ dh vo/kkj.kk] iapizk.k] N%
              izeq[k iz"uA

bdkbZ&15 &   **eq.Mdksifu'kn~ &** czã fo|k ds nks mikxe ijk vkSj vijk] czã fo|k dh
              Js'Brk] Lokf/kd dekZa dh fujFkdrk % ri vkSj xq:HksfDr]
              l`f'V&mRifRr] /;ku dk

              ijey{; & czãkuqHkwfrA

bdkbZ&16 & **ek.MwD; mifu'kn &** psruk dh pkj voLFkk;sa vkSj vksadkj ¼v]m]e½
v{kjksa ls mldk lEcU/kA

iape [k.M & mifu'knksa dk lkekU; ifjp; & III

bdkbZ&17 & **,srjs; mifu'kn~ &** vkRek] czãk.M vkSj czã dh vo/kj.kkA

bdkbZ&18 & **rSfRrjh; mifu'kn~ &** iapdks"k dh vo/kkj.kk] f"k{kkoYyh] vkuUn oYyh
vkSj Hk`xqoYyh

dk lkjka"kA

bdkbZ&19 & **NkUnksX; mifu'kn~ &** vkse dk /;ku] "kkafMY; fo|k

bdkbZ&20 & **o`gnkj.;d mifu'kn~ &** vkRek vkSj Kku dh vo/kkj.kk vkRek vkSj
ijekRek dk la;ksxA

vkgkj ,oa iks'k.k (MAYO -108)

izFke [k.M & Hkkstu foKku&

bdkbZ &1 &Hkkstu dk vFkZ] Hkkstu ds dk;Z] iks"k.k dh voLFkk,a] iks"kd foKku dk bfrgkl] larqfyr vkgkj [kk|lewg ,oa [kk| fijkfeMA

bdkbZ &2 & vkgkj ,oa p;kip; fØ;k,a& ÅtkZ& ewy vo/kkj.kk,a] ifjHkk"kk] ÅtkZ larqyu] p;kip;] mip; ,oa vip; dh ladYiukA dSyksjh dh vko';drk& BMR, BMR dks çHkkfor djus okys dkjdA

bdkbZ &3 & HkkSfrd ,oa jklk;fud xq.k& DofKukad] xyukad] ijklj.k nkc] ueh] ikd fØ;k esa ih,p dk egRo

f}rh; [k.M & HkkssT; lewg

bdkbZ &4 & vukt ,oa nkysa & vukt ,oa muds mRikn& lajpuk] laxBu] iks"kd ewY;] fo'ks"k vukt] ikddyk dk vukrksa ij çHkko

nkysa& iks"kd ewY;] fo"kSys rRo] ikd dyk esa nkyksa dh mi;ksfxrkA

bdkbZ &5 **&** nqX/k ,oa nqX/k mRikn& laxBu] iks"kd ewY;] nqX/k mRikn] nqX/k ,oa

nqX/k mRiknksa dh ikddyk esa mi;ksfxrkA

bdkbZ &6 & vaMk] ekal] eNyh&

vaMk& lajpuk] laxBu] iks"kd ewY;] ,oa çfØ;k

ekal ,oa eNyh& lajpuk laxBu ,oa iks"kd ewY;

r`rh; [k.M & lfCt;ka ,oa Qy&

oxhZdj.k] la?kVu] HkaMkj.k] ikd dyk esa lfCt;ksa ,oa Qyksa dh mi;ksfxrk is; inkFkksaZ dk oxhZdj.k ,oa iks"kd ewY;]

bdkbZ &8 & esos ,oa elkys

oxhZdj.k] iks"kd ewY;] mi;ksfxrk ,oa esos esa ik, tkus okys fo"kSys rRoA

Hkkstu esa elkyksa dh mi;ksfxrk] elkyksa ds çdkj] elkyk ds vkS"k/kh; xq.k] ikddyk esa elkyksa dk mi;ksxA

bdkbZ &9 **&** 'kdZjk ,oa mlds mRikn&

iks"kd ewY;] xq.k 'kgn mi;ksfxrk] 'kdZjk ds çdkj] 'kdZjk ds xq.k ,oa ikddyk dk 'kdZjk ij çHkko

prqFkZ [k.M & olk ,oa rsy&

iks"kd ewY;] HkaMkj.k ,oa laxBu] LokLF; ij olk dk çHkko] ikd dyk esa rsy ,oa olk dh mi;ksfxrkA

iape [k.M& vkgkj ds iks"kd rRo

bdkbZ &11& eq[; iks"kd rRo 1&

dkcksZt& oxhZdj.k] çkflr lzksr] dk;Z] vko';drk]   vf/kdrk ,oa deh dk çHkko] js"ks& mi;ksfxrk ,oa izHkko

olk ,oa rsy& laxBu] oxhZdj.k] lzksr] dk;Z]vko';drk] vko';d olh; vEy] ikpu ,oa vo'kks"k.k.k

bdkbZ &12&   eq[; iks"kd rRo 2&

çksVhu& laxBu] vko';d vehuks vEy] ikpu ,oa vo'kks"k.k.k] oxhZdj.k lzksr dk;Z] vko';drk deh ,oa vf/kdrk dk çHkkoA

bdkbZ &13& foVkfeu&

oxhZdj.k] dk;Z] lzksr ,oa deh dk "kjhj ij çHkko

bdkbZ &14& [kfut yo.k&

oxhZdj.k] dk;Z] lzksr ikpu ,oa vo'kks"k.k.k rFkk deh dk "kjhj ij izHkko

NBe [k.M &   fofHkUu oxksaZ ,oa voLFkkvksa ds fy, larqfyr vkgkj&

bdkbZ &15& ckY;koLFkk esa vkgkj

bdkbZ &16& fd'kksjksa ,oa çks<+ks ds fy, vkgkj

bdkbZ &17& fo'ks"k voLFkkvksa esa vkgkj& xHkkZoLFkk ,oa Lruiku voLFkk

bdkbZ &18& o`)koLFkk esa vkgkj

lÙke [k.M &   jksx ,oa mipkjkRed iks"k.k.k&

bdkbZ &19& mipkjkRed iks"k.k.k dk vFkZ ,oa lk/kkj.k vkgkj dk mipkjkRed vkgkj esa ifjorZu

bdkbZ &20& fofHkUu jksx esa vkgkj& eksVkik] Mk;fcVht¼ e/kqesg½] mPp jäpki]ihfy;k] dCt

çk—frd oSdfYid fpfdRlk (MAYO - 109)

izFke [k.M &

bdkbZ &1 & çk—frd fpfdRlk dk vFkZ] ifjHkk"kk ,oa fodkl] çk—frd fpfdRlk ds ewyHkwr fl)kUr

bdkbZ &2 &iapegkHkwr ,oa egkrRo dk ifjp;] LokLF; ,oa jksx dh vo/kkj.kk fotkrh; æO; dk fl)kUr

bdkbZ &3 & miokl ds fl)kUr ,oa egRo] miokl ds çdkj ,oa lko/kkfu;ka

bdkbZ &4 &,fuek dh fof/k ,oa ifjp;] ,fuek esa ç;qä gksus okys ikuh] rsy rFkk fofo/k jksxksa esa ,fuek dk
ç;ksx ,oa lko/kkfu;ka

f}rh; [k.M &

bdkbZ &5 &ty fpfdRlk esa ç;qä fofo/k ifê;ka] vfXurRo dh fofHkUuu jksxksa esa ç;qä fof/k;ka

bdkbZ &6 & feêh ds çdkj] egRo ,oa fofHkUuu jksxksa esa mldk ç;ksx

bdkbZ &7 &çk.k'kfä dh vo/kkj.kk] bfrgkl] lzksr o fl)kUr] çk.k fpfdRlk dh lhek] ykHk o lko/kkfu;ka]
çk.k ÅtkZ ,oa çfrjks/kd {kerk dk lEcU/k ,oa jksxksipkj

r`rh; [k.M &

bdkbZ &8& vH;ax fpfdRlk dk vFkZ] ifjHkk"kk] fl)kUr o mi;ksx] vH;ax dh fof/k;ka o vH;ax esa
ç;qä rsy] fofHkUuu jksxkas esa vH;ax dk ç;ksx o lko/kkfu;ka

r`rh; [k.M & oSdfYid fpfdRlk

bdkbZ &9 & oSdfYid fpfdRlk dk vFkZ ,oa Lo:i] oSdfYid fpfdRlk ds {ks=] lhek;sa] oSdfYid
fpfdRlk dh vko';drk ,oa egRo

bdkbZ &10 & ,D;wçs'kj dh ifjHkk"kk] ,D;wçs'kj ds fl)kUr] ,D;wçs'kj dh fof/k]

bdkbZ &11 & fofHkUuu nkc fcanqvksa dk ifjp;] ,D;wçs'kj esa ç;qä midj.kksa dk ifjp;

bdkbZ &12 & çk.k dk vFkZ] Lo:i ,oa çdkj] çk.k fpfdRlk dk ifjp;] çk.k fpfdRlk dk bfrgkl ,oa
fl)kUr

bdkbZ &13 & ÅtkZ dsaæ] çk.k fpfdRlk dh fofHkUuu fof/k;kWa] çk.k fpfdRlk esa jax ,oa
pØksa dk egRo] fofHkUuu jksxksa esa çk.k fpfdRlk dk egRo

prqFkZ [k.M &

bdkbZ &14 & ;K fpfdRlk dk vFkZ ,oa ifjHkk"kk] ;K fpfdRlk dk bfrgkl] orZeku esa ;K
fpfdRlk dh vko';drk] ;K fpfdRlk ds fl)kUr] ;K fpfdRlk dh lhek,aA

bdkbZ &15 & ;K fpfdRlk ds oSKkfud vk/kkj] jksxkuqlkj ;K fpfdRlk gsrq ;K lkexzh dh
tkudkjhA fofHkUuu jksxksa esa ;K fpfdRlk ds ç;ksx

bdkbZ &16& pqacd fpfdRlk dk vFkZ Lo:i ,oa ifjHkk"kk] pqacd fpfdRlk ds fl)kUr] pqacd
fpfdRlk dh fof/k] pqacd fpfdRlk dh lhek,aA

bdkbZ &17 & fpfdRlk esa ç;qä pqacd ds fofHkUuu çdkj] fofHkUuu jksxksa esa pqacd
fpfdRlk ds ç;ksx

iape [k.M &

bdkbZ &18 & Loj fpfdRlk dk vFkZ ,oa Lo:i] Loj fpfdRlk dk ;ksx esa egRo] Loj fpfdRlk ds
fl)kUr] Loj dh ç—fr o çdkj

bdkbZ &19 & Loj cnyus ds mik;] ukfM+;ksa dh lkekU; tkudkjh] Loj fpfdRlk }kjk LokLF;
lao/kZu

bdkbZ &20 & LoLFk ,oa ,dh—r thou gsrq çk—frd thou 'kSyh ,oa ;ksx
'kkjhfjd] ekufld] lekftd vk/;kfRed fodkl esa v"Vkax ;ksx dk egRo

dqy vad&100

'kh"kZd	fooj.k	vad
vklu	lw{e ;ksx] lw;Z ueLdkj ¼ ea= lfgr½]	25
	[kM+s gksdj djus okys vklu& rkM+klu] fr;Zd rkM+klu] dfV pØklu] f=dks.k vklu ,oa o`{kklu	
	cSBdj djus okys vklu& in~eklu] fl)klu] otzklu] v/kZeRL;saæklu ,oa xkseq[kklu	
	ihB ds cy djus okys vklu& ukSdklu] ioueqäklu] lokaZxklu] eRL;klu ,oa lsrqca/k vklu	
	isV ds cy djus okys vklu& 'kyHkklu] Hkqtaxklu] /kuqjklu ,oa edjklu	
	"kjhj lao/kkZRed vklu& if'peksRrklu] pØklu] gyklu] e;wjklu] "kh'kZklu ,oa iw.kZerL;sUnzklu	
çk.kk;ke	Mk;Ýkfed 'olu] Qq¶Qqlh; 'olu] ukM+h 'kks/ku çk.kk;ke] mTtkbZ çk.kk;ke] Hkzkejh çk.kk;ke] HkfL=dk çk.kk;ke] 'khryh çk.kk;ke] lw;ZHksnh çk.kk;ke] lhRdkjh izk.kk;ke] ewNkZ izk.kk;ke]	15
ca/k@ eqæk	**ca/k&** ewyca/k] tkya/kj ca/k] m|ku ca/k	10
	eqæk& fpu eqæk] fpUe; eqæk] vkfn eqæk] es#naM eqæk] ;ksx eqæk] foijhr dj.kh eqæk]	
	Kku eqæk] egkeqæk] "kkEHkoh eqnzk] rM++kxh eqnzk] izk.k eqnzk] dkdh eqnzk] egkca/k eqnzk] egkos| eqnzk	
/;ku	lqn'kZu fØ;k /;ku] foi';uk /;ku] iapdks'k /;ku] Å¡ /;ku] dk;kLFkS;Ze /;ku	10
"kVdeZ	tyusfr] lw= usrh] dqaty fØ;k] =kVd] dikyHkkfr ¼"khrdeZ dikyHkkfr] O;qrØe dikyHkkfr½] vfXulkj fØ;k] "ka[kiz{kkyu	10
ekSf[kdh		30

Hkkjrh; n'kZu (MAYO – 111)

çFke [k.M & osn vkSj mifu'kn

bdkbZ &1 &   n'kZu] vFkZ] ifjHkk"kk] Hkkjrh; n'kZu dk ifjp;]   vk/kqfud thou esa n'kZu dh mi;ksfxrk

bdkbZ &2 & osn dk ifjp;] osnksa dh vikS#'ks;rk

bdkbZ &3 & mifu'knksa dk lkekU; ifjp;

bdkbZ &4 & tho vkSj vkRek] mifu'kn esa txr fopkj] ek;k vkSj vfo|k

f}rh; [k.M & pkokZd] ckS)] tSu n"kZu

bdkbZ &5 & pkokZd n'kZu dk lkekU; ifjp;] Kku ehekalk] rRo ehekalk] vkpkj ehekalk

bdkbZ &6 & ckS) n'kZu dk lkekU; ifjp;] ckS) n'kZu ds fofHkUu lEçnk;] çrhI; leqRikn dk fl)kUr

bdkbZ &7 &   {kf.kdokn rFkk vukReokn dk fl)kUr] fuokZ.k ,oa cksf/klRo dk fl)kUr

bdkbZ &8 &   tSu n'kZu dk lkekU; ifjp;] vusdkUr ,oa –'; dk fl)kUr] L;knokn ,oa llrHkaxh u;

bdkbZ &9 &   fodklokn] ca/ku ,oa eks{k dk fl)kUr

r`rh; [k.M & ;ksx vkSj lka[; n"kZu

bdkbZ &10 &   ;ksx n'kZu dk lkekU; ifjp;] fp= ,oa fpÙko`fÙk Hkwfe;k¡

bdkbZ &11 &   ;ksx ds v"Vkax lk/ku] lekf/k ds Hksn] bZ'oj dk Lo:i] vk/kqfud ;qx esa ;ksx n'kZu dh mi;ksfxrk

bdkbZ &12 &   lka[; n'kZu dk lkekU; ifjp;] dk;Z& dkj.k dk fl)kUr] lRdk;Zokn fl)kUr

bdkbZ &13&   ç—fr vkSj mlds xq.k] iq#"k] fodklokn] f=fo/k nq[k ,oa eqä fl)kUr

prqFkZ [k.M & U;k;] oS"kSf'kd] ehekalk n"kZu

bdkbZ &14 &   U;k; n'kZu dk lkekU; ifjp;] U;k; dk çek.k 'kkL=] U;k;&çek

bdkbZ &15 &   vuqeku] U;k; dk bZ'oj fopkj] ca/ku o eks{k fopkj

bdkbZ &16 &   oS'ksf'kd n'kZu dk lkekU; ifjp;] inkFkZ ijek.kqokn

bdkbZ &17 &   ehekalk n"kZu dk lkekU; ifjp;] /keZ fopkj] izek.k fopkj vFkkZZifÙk

iape [k.M & "kadjkpk;Z ,oa jkekuqt

bdkbZ &18 &   "kadj dk txr&fopkj] tho fopkj] "kadj dk ca/ku o eks{k fopkj

bdkbZ &19 &   jkekuqt dk czg~e&fopkj vFkok bZ"oj fopkj] thokRek] txr&fopkj] eks{k&fopkj

bdkbZ &20 &   HkfDr dk Lo:i] HkfDr ds izdkj

;ksx esa vuqla/kku fof/k;k¡ ,oa lkaf[;dh (MAYO - 112)

çFke [k.M & ;ksx esa vuqla/kku

bdkbZ& 1& vuqla/kku dk vFkZ] ifjHkk"kk ,oa {ks=

bdkbZ& 2&   'kks/k ds çdkj&,sfrgkfld 'kks/k] nk'kZfud 'kks/k] euksoSKkfud 'kks/k] ç;ksxkRed 'kks/k

bdkbZ& 3& leL;k dk p;u ,oa ifjdYiuk

bdkbZ &4& çfrn'kZ ,oa çfrn'kZ p;u dh fof/k;ka

f}rh; [k.M & 'kks/k fof/k;kWaa o vfHkdYi

bdkbZ& 5& vuqla/kku fof/k;ka& fujh{k.k fof/k] lglaca/kukRed fof/k ,oa ç;ksxkRed fof/k

bdkbZ& 6& fofo/kpj&Lora=] ck⁰;; ,oa vkfJr

bdkbZ& 7& 'kks/k vfHkdYi& nks ;k–fPNd vfHkdYi] dkjdh; vfHkdYi

r`rh; [k.M & lkaf[;dh x.kuk

bdkbZ& 8& lkaf[;dh dk vFkZ ,oa egRo

bdkbZ& 9&   vuqla/kku vkadM+ksa dk çLrqrhdj.k ,oa forj.k] vko`fÙk forj.k] ys[kk fp=h; vadu

bdkbZ& 10& dsaæh; ço`fÙk dh eki] O;ofLFkr ,oa vO;ofLFkr vkadM+ksa ds e/;eku] e/;kad ,oa cgqyd dh x.kuk

bdkbZ& 11& fopyu ds eki] çekf.kd fopyu

prqFkZ [k.M & lkekU; laHkkkO;rk oØ

bdkbZ& 12& lkekU; laHkkkO;rk oØ& vFkZ] fo'ks"krk,a o mi;ksx

bdkbZ& 13& lkekU; laHkkkO;rk oØ laca/kh ç'u

bdkbZ& 14& lg lEcU/k xq.kkad&dkyZ ih;lZu rFkk fLi;jeSu jks

iape [k.M & lkaf[;dh; ekuksa dh lkFkZdrk

bdkbZ& 15& e/;eku] e/;kad] çekf.kd fopyu] lg lEcU/k xq.kkad dh lkFkZdrk

bdkbZ& 16& VhŒ vuqikr dh x.kuk ,oa Økafrd vuqikr dh x.kuk

bdkbZ& 17& dkbZ LDok;j ijh{k.k-

NBe [k.M & 'kks/k çfrosnu dk Lo:i

bdkbZ& 18& 'kks/k çfrosnu fofHkkUu lksiku& çLrkouk] 'kks/k dk;Z dk egRo o vko';drk] 'kks/k/dk;Z dk 'kh"kZd]   in&çR;; dh ifjHkk"kk] 'kks/k dk;Z ds mís'; lEcfU/kr lkfgR; dk v/;;u] ifjdYiuk,Wa

bdkbZ& 19& vkadM+ksa dk laxzg] lkfj.khdj.k] lkaf[dh;] fo'ys"k.k] ifj.kkeksa dh çkflr

bdkbZ& 20& 'kks/k dk;Z ds fu"d"kZ] 'kSf{kd fufgrkFkZ] lanHkZ xzUFkksa dh lwph] ifjf'k"V

m0iz0 jktf'kZ V.Mu eqDr fo"ofo|ky;

iz;kxjkt

¼;ksx esa ijkLukrd fMIyksek½

(Post Graduate Diploma in Yoga)

ijkLukrd fMIyksek esa ;ksx ikB~;Øe

LokLF; foKku fo|k "kk[kk

m0iz0 jktf'kZ V.Mu eqDr fo"ofo|ky;

"kkfUriqje] iz;kxjkt

;ksx esa ijkLukrd fMIyksek

Post Graduate Diploma in Yoga (PGDYO)

dk;ZØe dksM@ Programme Code : 1009 dk;ZØe vof/k ¼o'kkasZ esa½ : U;wure 1
vf/kdre % 3

dk;ZØe ek/;e@ Medium of Instruction : fgUnh@Hindi Programme Duration (in Yrs. : Minimum : 1 Maximum : 3

izos"k gsrq U;wure vgZrk@ : Lukrd ¼3 o'khZ;½ dk;ZØe "kqYd@Programme Fee :
6000+200/-

Minimum Qualification for Admission Three Years vf/kU;kl dk;Z@Assignment Work :
vko";d@Essential

Bachelor degree

    ;ksx esa ijkLukrd (PGDYO) dk;ZØe okf'kZd gS dqy 40 ØsfMV ds ikB~;Øe dks
iw.kZ djuk vfuok;Z gksxkA dk;ZØe dh vof/k esa 40 ØsfMV ds ikB~;Øe dks iw.kZ djus
dh n"kk esa gh f"k{kkfFkZ;ksa dks mikf/k iznku dh tk;sxhA

ikB~;Øe dksM ,oa fooj.k

Year	Paper No/ isij ua0	Course Code / ikB~;Øe dksM	Title of the Course/ ikB~;Øe dk "kh'kZd	Credits/ ØsfMV
One Year Course	9001	PGDYO-01	;ksx ds vk/kkj Hkwr rRo	6
	9002	PGDYO-02	ekuo "kjhj jpuk ,oa "kjhj fØ;k foKku	6
	9003	PGDYO-03	;ksx fpfdRlk ,oa izk—frd fpfdRlk	6
	9004	PGDYO-04	LoLFko`Rr ,oa vkgkj	6
	9005	PGDYO-05	iratfy ;ksx n"kZu	6
	9006	PGDYO-06	;ksxkH;kl ,oa izk;ksfxd dk;Z	10
Total Credits				**40**

;ksx ds vk/kkjHkwr rRo

[k.M izFke & ;ksx ifjp;

bdkbZ&1   ;ksx dh ifjHkk'kk ,oa ;ksx dk mn~ns";

ekuo thou esa ;ksx dk egRo ,oa fofHkUu {ks=ksa esa ;ksx dh mi;ksfxrk

bdkbZ&2   ;ksx ds ekxZ& deZ;ksx] Kku;ksx] HkfDr;ksx]

;ksx esa lk/kd ck/kd rRo

 [k.M f}rh;& gB;ksx

bdkbZ&1   gB;ksx dk ifjp;

'kVdeZ & usfr] /kkSfr] ofLr ukSfy] =kVd] dikyHkk¡fr

bdkbZ&2   gB;ksx esa vklu] mn~ns"; mi;ksfxrk] vklu ,oa "kkjhfjd vH;klksa esa vUrj

lw{e O;k;ke] lw;ZueLdkj eU= lfgr

bdkbZ&3   1- in~eklu] 2- fl)klu 3- otzklu] 4- eRL;klu] 5- flagklu] 6- xkseq[kklu] 7- v/kZ eRL;aUMklu] 8- ektkZjhvklu] 9- Hkqtxkalu] 10- rkM+klu] 11- fr;Zd rkM+klu] 12- dfVpØklu]

bdkbZ&4   1- mRRkkuiknklu] 2- lokZaxklu] 3- ioueqDrklu] 4- lsrqca/kklu] 5- if"peksRRkkuklu] 6- pØklu] 7- edjklu] 8- "koklu] 9- "k;eklu] 10- /kuqjklu] 11- "kh'kkZlu

[k.M r`rh;& izk.kk;ke

bdkbZ&5   1- mnjh; "olu] o{kh; "olu] ;ksfxd "olu] 2- ukM+h"kks/ku izk.kk;ke] 3- lw;ZHksnu izk.kk;ke] 4- pUnzHksnu izk.kk;ke] 5- Hkzkejh izk.kk;ke] 6- "khryh izk.kk;ke] 7- "khrdkjh izk.kk;ke] 8- mTtk;h izk.kk;ke] 9- HkfL=dk izk.kk;ke

bdkbZ&6   ca/k ,oa eqnzk

           ca/k& 1- ewyca/k] 2- mfM;ku ca/k] 3- tkya/kj ca/k] 4- egkca/k

            eqnzk& 1- Kku eqnzk] 2- ok;qeqnzk] 3- o:.k eqnzk] 4- i`Foh eqnzk] 5- foijhrdj.kh eqnzk] 6- egkeqnzk] 7- rkM+xh eqnzk] 8- dkdh eqnzk] 9- "kkEHkoh eqnzk] 10- vf"ouh eqnzkA

 bdkbZ&7 pØ dh vo/kkj.kk vkSj ukMkuqla/kku

ekuo thou foKku ,oa ;ksx

[k.M izFke & ekuo "kjhj lajpuk

bdkbZ&1   ekuo "kjhj o "kjhj jpuk dksf"kdk o Ård lajpuk izdkj o dk;Z

bdkbZ&2   vfLFk;ksa dh lajpuk izdkj o dk;Z] laf/k;ksa dk izdkj o dk;Z

bdkbZ&3   isf"k;ksa dh lajpuk izdkj o dk;Z] vfLFk o is"khrU= ij ;kSfxd vH;kl

[k.M f}rh; & ifjlapj.k rU= o "olu rU=

bdkbZ&4   ân; dh lajpuk o dk;Z] f"kjk o /keh&lajpuk o dk;Z

bdkbZ&5   "olu ra=&lajpuk o dk;Z

bdkbZ&6   ifjlapj.k o "olu ra= ij ;kSfxd izHkkko

[k.M r`rh; & ikpu o mRltZu rU=

bdkbZ&7   ikpu pU= dh lajpuk o dk;Z

bdkbZ&8   mRltZu rU= dh lajpuk o dk;Z

bdkbZ&9   mRltZu o ikpu rU= ij ;kSfxd izHkkko

[k.M prqFkZ & vUr% lzkoh rU=

bdkbZ&10 ihV~;wVªh xzfUFk] ihfu;y xzfUFk] Fkk;jkbM o iSjkFkk;jkbM xzfUFk

bdkbZ&11 ,M~huy] iSfØ;kt o ekukM~l xzfUFk

bdkbZ&12 mijksDr lHkh xzfUFk;ksa ij ;kSfxd izHkkko

[k.M iape & rfU=dk rU=

bdkbZ&13 ekuo efLr'd ,oa es:jTtq isjhQsjy o Øsfu;y uoZ

bdkbZ&14 ijkuqdEih ,oa vuqdEih rfU=dk;sa] KkusfUnz;ksa dh lajpuk o dk;Z

bdkbZ&15 rfU=dk rU= ij ;kSfxd izHkkko

;ksx fpfdRlk ,oa izk—frd fpfdRlk

[k.M izFke& ;ksx fpfdRlk

bdkbZ&1   ekbxzsu ¼vk/kk/kk”kh”kh½ ds dkj.k] y{k.k ,oa ;kSfxd mipkj

jDrpki ¼mPp mDrpki ,oa fuEujDrpki½ ls lEcfU/kr leL;k;sa dkj.k] y{k.k ,oa
;kSfxd mipkj

bdkbZ&2   “okl ls lEcU/kh jksx ¼vLFkek½ leL;k;sa] dkj.k] y{k.k ,oa ;kSfxd mipkj

ekufld jksx ¼vfunzk] fpUrk] ruko½ ls lEcfU/kr leL;k;sa dkj.k y{k.k ,oa ;kSfxd
mipkj

bdkbZ&3   e/kqesg ds dkj.k y{k.k ,oa mipkj

es:n.M ls lEcfU/kr leL;k;sa ¼fLyi fMLd] lkbfVdk] LikafUMykjfVl½ ds y{k.k]
dkj.k ,oa ;kSfxd mipkj

[k.M f}rh;& izk—frd fpfdRlk

bdkbZ&4   izk—frd fpfdRlk] laf{kIr bfrgkl ,oa ewy fl)kUr jksx dk ewy dkj.k] jksx dh
rhoz o th.kZ voLFkk,a fotkrh; fo’k dk fl)kUr

bdkbZ&5   ty fpfdRlk& egRo fl)kUr ,oa fof/k;k¡

bdkbZ&6   feV~Vh fpfdRlk& egRo fl)kUr ,oa fof/k;k¡

bdkbZ&7   lw;Z fpfdRlk& egRo fl)kUr ,oa fof/k;k¡

bdkbZ&8   miokl dh ifjHkk’kk ,oa fl)kUr miokl ds fu;e miokl ds izdkj

vH;ax dh ifjHkk’kk ,oa egRo vH;ax dk fofHkUu vaxksa ij izHkko

LoLF; o`Ùk ,oa vkgkj fpfdRlk

[k.M&01& LoLF; o`Ùk ,oa vkgkj fpfdRlk

bdkbZ&1   LoLF; o`Ùk dk vFkZ ,oa ifjHkk’kk

bdkbZ&2   LoLF; o`Ùk dk iz;kstu] _rqp;kZ ,oa LokLF;

bdkbZ&3   LokLF; ds izdkj] funzk ,oa czãp;kZ

[k.M&02& vkgkj ,oa LokLF;

bdkbZ&4   vkgkj ds izeq[k ?kVd] ifjHkk’kk ,oa izHkkfor djus okys dkjd

bdkbZ&5   larqfyr vkgkj ,oa ;ksfxd vkgkj dk ifjp;

[k.M &03& fofHkUu oxksZa ds fy;s larqfyr vkgkj

bdkbZ&6   lkekU; O;fDr;ksa ds fy;s larqfyr vkgkj

bdkbZ&7   fd”kksjksa] ckydksa ,oa efgykvksa ds fy;s larqfyr vkgkj

bdkbZ&8   vkgkj dk oxhZdj.k] Hkkstu dk laxzg ,oa laj{k.k

[k.M &04& jksx ,oa mipkjkRed iks’k.k

bdkbZ&9   mipkjkRed iks’k.k ,oa LokLF; dh vo/kkj.kk

bdkbZ&10   okr “kked] fiÙk “kked ,oa dQ “kked vkgkj

bdkbZ&11   iks’kd rRoksa ds lzksr ,oa iks’k.k dk “kkjhfjd ekufld LokLF; ij izHkko

PGDYO - 05

;ksx n"kZu

[k.M izFke &   iratfy ;ksx lw= dh izLrkouk

bdkbZ&1   iratfy ;ksx lw= dk ,sfrgkfld ifjp;

bdkbZ&2   iratfy ;ksx lw= ds pkjksa v/;k;ksa dk ifjp;

bdkbZ&3   vk/kqfud ;qx esa iratfy ;ksx lw= dk egRo] "kkjhfjd ekufld ,oa lkekftd egRo

[k.M f}rh; & lekf/kikn

bdkbZ&4   ifjHkk"kk] fpRr dh /kkj.kk] fpRr dh o`fRr fpRr Hkwfe

bdkbZ&5   vH;kl oSjkX;] ;ksxkUrjk;] bZ"oj Lo:i] fpRr fo{ksi

bdkbZ&6   fpRr izlk/ku] lekf/k&lEizKkr ,oa fjrEHkjk izKk] ltho ,oa futhZo lekf/k

[k.M r`rh; & lk/kuk ikn

bdkbZ&7   fØ;k ;ksx & ri] Lok/;k;] bZ"oj izkf.k/kku

bdkbZ&8   iap Dys"k & vfo|k] vfLerk] jkx] }s"k] vfHkfuosos"k

bdkbZ&9   v'Vkax ;ksx ¼cfgjax lk/kuk½ ;e] vklu] izk.kk;ke izR;kgkj

[k.M prqFkZ & foHkwfr ikn

bdkbZ&10 v'Vkax ;ksx ¼varj.k lk/kuk½ /kkj.kk /;ku] lekf/k

bdkbZ&11 ;ksx foHkwfr;k

bdkbZ&12 v'Vflf) vf.kek] efgek] yf/kek] xfjek] izkfIr] izdkE;] bZf"kRo] of"kRo

[k.M iape & dSoY;ikn

bdkbZ&13 flf);ksa ds izdkj

bdkbZ&14 /keZ es?k lekf/k] foosd] [;kfr

bdkbZ&15 deZ] deZ ds izdkj] deZ iky fl)kUr dk laf{kIr o.kZu

;ksx fØ;kRed ¼ijkLuk…rd fMlyksek (PGDYO-06)
nks ?kaVs izfrfnu
izFke l=& ¼1%15 ?k.Vs izfrfnu½

vklu &

1- lw{e O;k;ke	11- v/kZeRL;sUnzklu	21- gyklu
2- lw;Z ueLdkj eU=ksa lfgr	12- ektkZjhvklu	22- ukSdklu
3- in~eklu	13- e.Mwdklu	23- ioueqDrklu
4- fl)klu	14- Hkqtaxklu	24- lsrqca/kklu
5- LokfLrdklu	15- rkM+klu	25- if”peksRrku vklu
6- otzklu	16- fr;Zd~ rkM+klu	26- pØklu
7- eRL;klu	17- dfVpØklu	27- edjklu@”koklu
8- flagklu	18- mRrkuiknklu	28- “kykHkklu
9- ohjklu	19- e;wjklu	29- “kh’kkZlu
10- xkseq[kklu	20- lokZaxklu	30- /kuqjklu

izk.kk;ke &

 “olu fof/k;k¡%& mnjh; “olu] o{kh; “olu] ;kSfxd “olu

1- ukM+h”kks/ku izk.kk;ke	2- HkfL=dk izk.kk;ke	3- Hkzkejh izk.kk;ke	4- “khryh izk.kk;ke
5- mT;k;h izk.kk;ke	6- “khrdkjh izk.kk;ke	7- lw;Z&Hksnu izk.kk;ke	8- pUnz&Hksn izk.kk;ke

ca/k & 1- ewyca/k] 2- mfM~M;ku ca/k] 3- tkya/kj ca/k] 4- egkca/k

eqnzk & 1- Kkueqnzk] 2- izk.keqnzk] 3- viku eqnzk] 4- fyax eqnzk] 5- fpueqnzk] 6- fpue; eqnzk] 7- vkfn eqnzk] 8- es:n.M eqnzk] 9- foijhdjuh eqnzk] 10- rM+kxh eqnzk] 11- dkdh eqnzk] 12- ;ksx eqnzk] 13- [kspjh eqnzk] 14- egk eqnzk] 15- vf”ouh eqnzk

‘kn~deZ & 1- /kkSfr] 2- ofLr] 3- usfr] 4- =kVd] 5- ukSyh] 6- diky Hkkfr

/;ku & iapdks”kk /;ku] lqn”kZu fØ;k /;ku

  f}rh; l=& ¼45 feuV izfrfnu½

  ckSf)d izf”k{k.k O;k[;ku

1- orZeku oSf"od ifjos"k esa ;ksx	2- Hkkjr dk vrhr] orZeku ,oa Hkfo';
3- Hkkjrh; laL—fr] laLdkj ,oa thou ewY;	4- 21 twu ;ksx fnol

ekSf[kdh &

MAHI (Hindi) NEP 2020
fuekZ.kk/khu uohu ikB~; Ikexzh ds vuqlkj iz"ui=&lajpuk

Semester	Course Code	Title of Course	Credits	Max. Marks
Ist Semester	MAHI-101 (N)	vkfndkyhu fgUnh dkO;	4	100
	MAHI-102(N)	e/;dkyhu fgUnh dkO;	4	100
	MAHI-103(N)	Hkk'kk foKku	4	100
	MAHI-104(N)	iz;kstuewyd fgUnh	4	100
	MAHI-105(N)	"kks/k dk Lo:Ik	4	100
IInd Semester	MAHI-106(N)	fgUnh IkfgR; dk bfrgkl ¼vkfndky ls jhfrdky rd½	4	100
	MAHI-107(N)	uotkxj.k dkyhu fgUnh dkO; ¼HkkjrsUnq;qx ls Nk;kokn rd½	4	100
	MAHI-108(N)	dFkk&IkfgR;	4	100
	MAHI-109(N)	"kks/k izfof/k	4	100
	MAHI-110(N)	"kks/k izLrko	4	100
IIIrd Semester	MAHI-111(N)	fucU/k] ukVd vkSj vU; x| fo/kk,¡	4	100
	MAHI-112(N)	Nk;koknksRrj fgUnh dfork	4	100
	MAHI-113(N)	fgUnh IkfgR; dk bfrgkl ¼vk/kqfud dky½	4	100
	MAHI-114(N)	fgUnh Hkk'kk % mn~Hko vkSj fodkl	4	100
	MAHI-115(N)	IkfgR; losZ{k.k@izkstsDV dk;Z	4	100
IVth Semester	MAHI-116(N)	vk/kqfud Hkkjrh; IkfgR;	4	100
	MAHI-117(N)	IkfgR; dk lekt "kkL=	4	100
	MAHI-118(N)	Ikk"pkR; dkO; fparu	4	100
	MAHI-119(N)	Hkkjrh; dkO; fpUru vkSj fgUnh vkykspuk	4	100
	MAHI-120(N)	ekSf[kdh	4	100
Grand Total Credits/ Max. Marks			**80**	**2000**

MAHI – 101 (N)
vkfndkyhu fgUnh dkO;

[k.M&1 vkfndkyhu fgUnh dkO;

bdkbZ &1   vkfndkyhu fgUnh dkO; dh ;qxhu i`"BHkwfe ,oa jpuk&oSfo/;

bdkbZ &2 i`Fohjktjklks dh izkekf.kdrk vkSj dkO;&oSf'k"V~;

bdkbZ &3 d;ekl o/k oLrqo.kZu vkSj vfHkO;atuk

bdkbZ &4 fo|kifr dh dkO;l`f"V vkSj Hkk"kk&oSf'k"V~;

[k.M&2 fuxqZ.k HkfDrdkO;

bdkbZ&5 HkfDrdkO; dh izo`fRr;k¡

bdkbZ&6   fuxqZ.k dkO; ds nk"kZZfud] lkekftd vkSj lkaLd`frd vk/kkj

bdkbZ&7   dchj ,oa jSnkl&dkO; dh i`"BHkwfe] lkekftd lanHkZ] nk'kZfudrk vkSj

        jgLokn

bdkbZ &8 dchj dh Hkk"kk vkSj f'kYi i{k

bdkbZ &9 lwQh dkO;/kkjk vkSj tk;lh dk ;ksxnku

bdkbZ &10 in~ekor dk egkdkR;Ro

[k.M&3 O;k[;k Hkkx % pUncjnkbZ] fo|kifr] dchj] tk;lh

bdkbZ &11 i`Fohjkt jklks& ^d;ekl o/k* ¼izkjEHk ls 20 NUn½

bdkbZ &12   fo|kifr inkoyh ls 15 in&fo|kifr ¼f"koizlkn flag] yksdHkkjrh

        izdk"ku½ in la[;k 8] 9] 10] 12] 14] 18] 20] 24] 26] 28] 41]
47]

        51] 52] 54 ¼¾15 in½

bdkbZ &13   dchj& dchj xzUFkkoyh ¼fgUnh ifj"kn izdk'ku,
fgUnh foHkkx,

      bykgckn fo0fo0½ 1] 3] 4] 5] 11] 12] 18] 19] 20] 30] 32] 33] 36]

      37] 38] 39] 40] 41] 42 ¼¾19 NUn½

bdkbZ &14   tk;lh d`r ^in~ekor* ls u[kf'k[k o.kZu [k.M rFkk ukxerh fo;ksx

      o.kZu [k.M

MAHI-102 (N) e/;dkyhu fgUnh dkO;

[k.M&1 lxq.k HkfDrdkO; &I

bdkbZ &1   lxq.k HkfDr dkO; dh l`tukRedrk rFkk nk'kZfud vkSj lkekftd

      vk/kkj

bdkbZ &2 HkDr dfo lwj ds dkO; esa jlkfHkO;atuk

bdkbZ &3 lwj dk okXoSnX/;

bdkbZ &4 Ekhjkckb dh HkfDr vkSj mudk dkO;

[k.M&2 lxq.k HkfDrdkO;&II

bdkbZ &5 rqylh dk jpukoSfo/; vkSj mudh yksdksUeq[krk

bdkbZ &6 nk'kZfud vkSj HkDr dfo ds :i esa rqylhnkl

bdkbZ &7 dforkoyh dk oSf'k"V~;

bdkbZ &8 fou;if=dk esa n'kZu vkSj HkfDr

[k.M&3 jhfrdkyhu dkO;

bdkbZ &9 mrje/;;qxhu dfork dh i`"BHkwfe

bdkbZ &10 jhfrdkyhu dkO;/kkjk,¡

bdkbZ &11 ds"ko dk vkpk;ZRo vkSj mudk dkO;

bdkbZ &12 fcgkjh vkSj nso % dkO; vkSj dkO;&lkSUn;Z

bdkbZ &13 LoPNUn dkO;/kkjk vkSj ?kukuUn

[k.M&4 O;k[;k Hkkx % lwjnkl] rqylhnkl] ehjkckbZ] fcgkjh]

?kaukuUn

bdkbZ&14   lwj ds ^Hkzejxhrlkj* ¼Mk0 iw.kZZeklh jkW;½ ls in

la[;k 273] 275]

278] 280] 284] 285] 290] 294] 298] 301] 303] 305] 308]

314] 315]

316 ¼¾16 in½

bdkbZ&15 rqylhd`r ^jkepfjrekul* ls fp=dwwV esa Hkjr&feyki

bdkbZ&16   fou;if=dk ¼Mk0 ;ksxsUnz izrki flag½ in la[;k 156]

158] 159] 161]

162] 163] 165] 167] 169] 174] 181] 187] 268 ¼¾13 in½

bdkbZ&17   ehjkckbZ ds inkoyh ¼izFke [k.M½ ij'kqjke

prqosZnh&in la[;k 1] 2]

3] 4] 5] 6] 7] 8] 9] 10] 11] 14] 25] 31] 36 ¼¾15 in½

bdkbZ&18 fcgkjh lrlbZ ¼txUukFk nkl jRukdj½ ls izkjfEHkd 50

nksgs

bdkbZ&19   ?kaukuUn ds 13 dfoRr & ?kukuUn dk dkO; %

jkenso "kqDy& NUn

la[;k 1] 4] 5] 6] 7] 9] 10] 11] 16] 17] 22] 26] 86 ¼¾13

NUn½

MAHI -103 (N)

Hkk"kk foKku

[k.M&1 Hkk"kk ,oa Hkk"kk foKku % Lo:i ifjp;

bdkbZ &1 Hkk"kk dh ifjHkk"kk Lo:i vkSj izd`fr] Hkk"kk ds

fofo/k :i

bdkbZ &2 Hkk"kk foKku dh ifjHkk"kk] Lo:i vkSj vax

bdkbZ &3 Hkk"kk foKku dh 'kk[kk,¡ vkSj mlds v/;;u dh i)fr;k¡

bdkbZ &4 Hkk"kk foKku dk vU; fo"k;ksa Is lEcU/k

[k.M&2 Hkk"kk& ifjorZu vkSj Hkk"kk fodkl

bdkbZ &5 Lou ifjorZu % dkj.k vkSj fn'kk,¡

bdkbZ &6 vFkZ ifjorZu % dkj.k vkSj fn'kk,¡

bdkbZ &7 /ofu fu;e % fxze] xzkleku] ouZj

[k.M&3 lalkj dh Hkk"kk,¡ vkSj mudk oxhZdj.k ¼:ikRed vkSj ikfjokfjd½

bdkbZ &8 fo'o ds izeq[k Hkk"kk & ifjokj

bdkbZ &9 Hkk"kkvksa dk :ikRed ;k vkd`frewyd oxhZdj.k

bdkbZ &10 Hkkjr ds izeq[k Hkk"kk ifjokj vkSj mudh fo'ks"krk,¡

[k.M&4 Lofue foKku] :fie foKku ,oa okD; foKku

bdkbZ &11 Loj rFkk O;atu /ofu;ksa dk oxhZdj.k

bdkbZ &12 /ofu ;k Louxq.k&ek=k] vk?kkr] cyk?kkr] Lojk?kkr] vuqrku] vuqukfldrk] o`fRr

bdkbZ &13 'kCn vkSj :i % vFkZ rRo vkSj laca/k rRo

bdkbZ &14 :fie dh ifjHkk"kk] Lo:Ik ,oa Hksn

bdkbZ &15 okD; dh ifjHkk"kk] lajpuk vkSj izdkj

MAHI –104(N)

iz;kstuewyd fgUnh

[k.M&1 iz;kstuewyd fgUnh dk Lo:i

bdkbZ &1 fgUnh ds fofo/k :i& ltZukRed Hkk"kk] lapkj Hkk"kk] laidZ Hkk"kk]

jktHkk"kk] ekr`Hkk"kk] jk"VªHkk"kk] fgUnh dk laoS/kkfud :i

bdkbZ &2 dk;kZy;h fgUnh ds izeq[k izdk;Z&ljdkjh i=] fVIi.k] izk:i.k] la{ksi.k]

iYyou

bdkbZ &3 ifjHkkf"kd 'kCnkoyh dk Lo:i] egRo ,oa fuekZ.k &fl)kUr

bdkbZ &4 Kku&foKku ds fofHkUu {ks=ksa dh ikfjHkkf"kd 'kCnkoyh

[k.M&2 tulapkj ek/;e vkSj fgUnh

bdkbZ &5 i=dkfjrk % Lo:i] izdkj ,oa lf{kIr bfrgkl

bdkbZ &6 lekpkj ladyu] ys[ku ,oa lEiknu

bdkbZ &7 izsl IECkU/kh izeq[k dkuwu rFkk vkpkj lafgrk

bdkbZ &8 iztkrkaf=d O;oLFkk esa prqFkZ LrEHk ds :i esa i=dkfjrk dk nkf;Ro

bdkbZ &9 lk{kkrdkj ,oa izsl dkUQzsUl

[k.M&3 ehfM;k ys[ku ¼jsfM;ks vkSj Vsyhfotu ½

bdkbZ &10 JO; ek/;e ¼jsfM;ks½ % ekSf[kd Hkk"kk dh izd`fr]
lekpkj ys[ku ,oa

okpu

bdkbZ &11 jsfM;ks ukV~d] mn~?kks"k.kk ys[ku] Qhpj ,oa
fjiksrkZt

bdkbZ &12 n`'; ek/;eksa esa Hkk"kk dh izd`fr

bdkbZ &13 iVdFkk ys[ku] Vsyh Mªkek@MkWD;w& Mªkek]
laokn ys[ku foKkiu dh

Hkk"kk

bdkbZ &14 lkfgfR;d fo/kkvksa dk n`'; ek/;eksa esa :ikUrj.k

[k.M&4 fgUnh dEI;wfVax

bdkbZ &15 dEI;wVj % ifjp;] :ijs[kk] mi;ksx rFkk {ks=] osc
ifCyf'kax dk

ifjp;

bdkbZ &16 baVjusV % ifjp; ,oa izdk;kZRed lUnHkZ

bdkbZ &17 baVjusV % ,DIyksjjj vFkok usVLdsi

bdkbZ &18 fyad] czkmftax] bZ&esy

[k.M&5 vuqokn % fl)kUr ,oa O;ogkj

bdkbZ &19 vuqokn dh ifjHkk"kk] Lo:Ik ,oa izfof/k

bdkbZ &20 dk;kZy;h fgUnh vkSj vuqokn

bdkbZ &21 vuqokn ds {ks= & okf.kfT;d] oSKkfud] rduhdh]
izkS|ksfxdh fof/k]

lkfgR; vkfn

MAHI-105 (N)

"kks/k dk Lo:lk

[k.M&1 "kks/k dk Lo:lk

bdkbZ&01 "kks/k dk vFkZ ,oa ijEijk

bdkbZ&02 oSKkfud v/;;u ds lksikukksa dk ifjp;

bdkbZ&03 "kks/k dh oSKkfud iz.kkyh dk oSf"k'V~;

bdkbZ&04 "kks/k ds izdkjksa dk v/;;u

[k.M&2 "kks/k vkSj leh{kk ds lksiku

bdkbZ&05 "kks/k vkSj leh{kk esa vUrj

bdkbZ&06 "kks/k dk vf/kdkjh

bdkbZ&07 "kks/k dk;Z % ,d n`f'V

bdkbZ&08 oSKkfud "kks/k ds lksikukksa dk laf{klr ifjp;

[k.M&3 fgUnh fo’k; esa “kks/k dk;Z % fofo/k vk;ke

bdkbZ&09 fgUnh esa “kks/k ds fofHkUu fo’k;

bdkbZ&10 ifjdYiuk ds L=ksr

bdkbZ&11 “kks/k fo’k; ds lanHkZ esa :ijs[kk fuekZ.k ,oa lEcfU/kr mnkgj.k

bdkbZ&12 “kks/k lkexzh dk ladyu ,oa mlds L=ksr

MAHI -106 (N)

fgUnh lkfgR; dk bfrgkl ¼vkfndky ls jhfrdky rd½

[k.M&1 fgUnh lkfgR; dk bfrgkl ys[ku
bdkbZ &1 vkjfEHkd fgUnh lkfgR;sfrgkl ys[ku vkSj vkpk;Z jkepUnz 'kqDy dk
        bfrgkl
bdkbZ &2 fgUnh lkfgR; ds bfrgkl ys[ku dh ijEijk ,oa bfrgkl n`f"V;k¡
bdkbZ &3 dky foHkktu vkSj ukedj.k
[k.M&2 vkfndkyhu lkfgfR;d ijEijk,¡ vkSj mudk oSf'k"V~;
bdkbZ &4 fgUnh lkfgR; ds vkfndky dk ,sfrgkfld&lkaLd`frd ifjn`';
bdkbZ &5 fl) vkSj ukFk lkfgR;
bdkbZ &6 tSu lkfgR; ,oa QqVdj ykSfdd lkfgR;

bdkbZ &7 jklks ,oa jkl dkO; ijEijk

bdkbZ &8 vkfndkyhu fgUnh lkfgR; dh lekeU; fo'ks"krk,¡

[k.M&3 iwoZ e/;dkyhu ¼HkfDrdkyhu½ fgUnh lkfgR;

bdkbZ &9   HkfDr vkUnksyu ds mn; dh i`"BHkwfe % lkekftd ,oa lkaLd`frd

        tkxj.k

bdkbZ &10 KkuJ;h lUr dkO;/kkjk dh izo`fRr;k¡

bdkbZ &11 izsekJ;h lwQh dkO;/kkjk dh izo`fRr;k¡

bdkbZ &12 lxq.k HkfDrdkO; /kkjk dh nk'kZfud lkekftd i`f"BHkkwfeA

bdkbZ &13 lxq.kksikld d`".kHkfDr /kkjk dk lkaLd`frd vkSj lkfgfR;d vonku

bdkbZ &14 jkeHkfDr dkO;/kkjk dk lkaLd`frd vkSj lkfgfR;d ewY;kadu

[k.M&4 mRRkj e/;;qxhu ¼jhfrdkyhu½ fgUnh lkfgR;

bdkbZ &15 njckjh laLd`fr vkSj jhfrdky

bdkbZ &16 jhfrdky dk 'kkL=h; vk/kkj vkSj izsjd rRo

bdkbZ &17 jhfrdkyhu dfork dk Lo:i&izeq[k dkO;/kkjk,¡ % jhfrc)]
jhfrfl)]

        jhfreqDRkk&lkekU; ifjp; ,oa izo`fRr;k¡

bdkbZ &18 jhfrdkyhu J`axkjsrj dkO; % ohj] uhfr] HkfDRkk vkfn

bdkbZ &19 jhfrdkyhu fgUnh dfork dk ewY;kadu

MAHI – 107 (N)
uotkxj.k dkyhu fgUnh dkO; ¼HkkjrsUnq ;qx ls
Nk;kokn rd½

[k.M&1 HkkjrsUnq vkSj f}osnh;qxhu fgUnh dkO;

bdkbZ &1 HkkkjrsUnq gfj'pUnz dh dfork

bdkbZ &2 v;ks/;k flag mik/;k; ^gfjvkS/k*

bdkbZ &3 eSfFkyh'kj.k xqIr

bdkbZ &4 f}osn;qxhu fgUnh dfork esa uotkxj.k dh vfHkO;Dr

[k.M&2 Nk;kokn dh i`"BHkwfe] IkSUn;Zpsruk vkSj

thou&n'kZu

bdkbZ &5 Nk;kokn dkO;kUnksyu dh i`"BHkwfe]

IkSUn;Z&psruk vkSj thou&n"kZu

bdkbZ &6 Nk;koknh fgUnh dfork dh IkekU; fo'ks"krk,¡

bdkbZ &7 Nk;koknh dfork esa jk"Vªh;&IkaLd`frd psruk

[k.M&3 izeq[k Nk;koknh dfo ,oa mudh dkO; psruk

bdkbZ &8   Nk;kokn vkSj t;'kadj izlkn

bdkbZ &9   ^dkek;uh* dk IkfgfR;d oSf'k"V~;

bdkbZ &10 fujkyk dh dkO; &psruk % ^jke dh "kfDriwtk^ vkSj

^ljkst&Le`fr^

bdkbZ &11 egknsoh oekZ dk dkO;

bdkbZ &12 Iqfe=kuUnu iUr dh dkO;&;k=k] Hkko vkSj f"kYi

IkSUn;Z

[k.M&4 O;k[;k Hkkx & % eSfFkyh"kj.k xqIr] Ikzlkn] fujkyk]

iar] egknsoh oekZ

bdkbZ &13 Ikdsr ¼eSfFkyh"kj.k xqIr½&uoe~ IxZ

bdkbZ &14 dkek;uh ¼t;"kadj izlkn½& J)k IxZ

bdkbZ &15 Iw;ZdkUr f=ikBh ^fujkyk^&twgh dh dyh] rksM+rh

iRFkj] ljkst&Le`fr]

jke dh "kfDr iwtk

bdkbZ &16 lqfe=kuanu iar& ukSdk fogkj] ifjorZu ¼vuqPNsn& 6] 7] 8] 9½

bdkbZ &17 egknsoh oekZ& iaFk jgus nks vifjfpr] ;g eafnj dk nhi] tks u fiz;

igpku ikrh] eSa iydksa esa iky jgh gw¡] iwNrk D;ksa "ks"k fdruh jkr

MAHI -108(N)

dFkk&IkfgR;

[k.M&4 fgUnh miU;kl & I

bdkbZ &1 miU;kl fo/kk% Lo:i ifjp;] mn~Hko ,oa fodkl

bdkbZ &2   fgUnh miU;kl lkfgR; vkSj miU;kl lezkV eaq'kh izsepUn

bdkbZ &3 egkdkO;kRed miU;kl dh ifjdYiuk vkSj xksnku

bdkbZ &4   ^xksnku* vkSj izsepUn dh oSpkfjd n`f"V % vkn"kksZZUeq[k ;FkkFkZoku vFkok

       ;FkkFkksZUeq[k vkn"kZoku

[k.M&2 fgUnh miU;kl & II

bdkbZ &5 ck.kkHkV~V dh vkRedFkk % izfrik| vkSj f'kYi ljapuk

bdkbZ &6 vk¡pfydrk dk ifjizs{; vkSj ^eSyk vk¡py*

bdkbZ &7   ^jkxnjckjh* esa ledkyhu ;FkkFkZ dh O;aX;kRed vfHkO;fDr

[k.M&3 fgUnh dgkuh&l

bdkbZ &8 fgUnh dgkuh % mn~Hko vkSj fodkl

bdkbZ &9 iwl dh jkr&izsepUn

bdkbZ &10 mlus dgk Fkk&pUnz/kj 'kekZ xqysjh

bdkbZ &11 vkdk'knhi&t;'kadj izlkn

[k.M&4 fgUnh dgkuh&ll

bdkbZ &12 phQ dh nkor&Hkh"e lkguh

bdkbZ &13 ftUnxh vkSj tksad&vejdkUr

bdkbZ &14 ;gh lp gS&eUuw HkaMkjh

bdkbZ &15 frfjN&mn; izdk'k

[k.M&5 O;k[;k Hkkx % miU;kl ,oa dgkuh

bdkbZ &16 xksnku % O;k[;s; x|ka'k

bdkbZ &17 ck.kHkV~V dh vkRedFkk % O;k[;s; x|ka'k

bdkbZ &18 ifBr dgkfu;ks ds O;k[;s; va"k ¼dsoy ewy x|ka"k½

MAHI-109(N)

"kks/k izfof/k

[k.M&1 "kks/k lkexzh ladYku ds lk/ku ,oa midj.k

bdkbZ 1 Lkkexzh ladyu dh i}fr&Vhi bR;kfn ysuk

bdkbZ&2 rF; lap; ds lk/ku ds :i esa lk{kkRdkj vFkok lk{ki

bdkbZ&3 rF; ,d= djus ds lk/ku&rkfydk] iz"ukoyh] vfHkker i=

bdkbZ&4 lkexzh&laxzg ds lk/ku ds :lk esa izs{k.k i}fr

[k.M&2 "kks/k lkexzh dk fo"ys'k.k

bdkbZ&5 lafpr lkexzh dh izkekf.kdrk dk ijh{k.k

bdkbZ&6 "kks/k lkexzh dk oxhZdj.k rFkk fo"ys'k.k

bdkbZ&7 "kks/k izcU/k ys[ku % fofo/k vk;ke ¼lUnHkZZ] ikn fVli.kh] ifjf"k'V vkfnA½

bdkbZ&8 ikBkuqla/kku ,oa ikBkykspu dh izfdz;k

[k.M&3 lkfgfR;d fo'k;ksa esa vuqla/kku dh fn"kk,¡

bdkbZ&9   yksd lkfgR;] Hkk'kk foKku ,oa dks"k&fuekZ.k lEcU/kh "kks/kdk;ksZa dh izfof/k;kWa

bdkbZ&10 lkfgR; ds bfrgkl ys[ku ,oa "kks/k dh izfof/k

bdkbZ&11 ,sfrgkfld vuqla/kku dh fo"ks'krk,Wa

bdkbZ&12 "kks/k dh Hkk'kk losZ{k.k.k iz.kkyh] "kks/k dk;Z esa O;kogkfjd dfBukb;k¡] lek/kku gsrq lq>ko

MAHI-110(N)

"kks/k izLrko

MAHI -111(N)

fucU/k] ukVd vkSj vU; x| fo/kk,¡

[k.M&1 fgUnh x| lkfgR; dk mn~Hko ,oa fodkl
bdkbZ &1 fgUnh x| lkfgR; dh i`"BHkwfe
bdkbZ &2 x| lkfgR; dk fodkl&Øe
bdkbZ &3 izeq[k fo/kk,¡] jpukdkj ,o¡ d`fr;k¡
[k.M&2 fgUnh fucU/k
bdkbZ &4 fgUnh fucU/k lkfgR; % mn~Hko vkSj fodkl
bdkbZ &5 vkpk;Z jkepUnz 'kqDy ds fucU/k

bdkbZ &6 vkpk;Z gtkjh izlkn f}osnh ,oa dqcsjukFk jk;

bdkbZ &7 O;k[;s; fucU/k % lUnHkZ vkSj oSf"k"k"V~;& dfork D;k gS\] yksHk vkSj
izhfr] dqVt] v'kksd ds Qwy] jl vk[ksVd

[k.M&3 fgUnh ukVd

bdkbZ&8 ukV~; fo|k % Lo:i&ifjp;] mn~Hko ,oa fodkl

bdkbZ &9   ^va/ksj uxjh* % izfrik| vkSj f'kYi lajpuk

bdkbZ &10 pUnzxqIr vkSj izlkn dh ukV~;&n`f"V

bdkbZ &11 pUnzxqIr esa bfrgkl] dYiuk vkSj jk"V^ah; psruk

bdkbZ &12 ^va/kk ;qx* % mithO; vkSj dkO;kRedrk

bdkbZ &13 ^vk/ks&v/kwjs* % lkekftd ;FkkFkZ vkSj jaxeaph;rk

[k.M&4 fgUnh x| dh vU; izeq[k fo/kk,¡

bdkbZ &14 js[kkfp=] laLej.k & iFk ds lkFkh ¼egknsoh oekZ½

bdkbZ &15 thouh] vkRedFkk&vkokjk elhgk ¼fo".kq izHkkdj½

bdkbZ &16   ;k=ko`Rr] fjiksrkZt&_.kty /kuty ¼Q.kh'oj ukFk
^js.kq*½

[k.M&5 O;k[;k Hkkx % fucU/k lkfgR;

bdkbZ &17 dfork D;k gS\

bdkbZ &18 yksHk vkSj izhfr

bdkbZ &19 v'kksd ds Qwy

bdkbZ &20 dqVt

bdkbZ &21 jl vk[ksVd

[k.M&6 O;k[;k Hkkx % ukVd ,oa vU; x| fo/kk,¡

bdkbZ &22 pUnzxqIr% O;k[;s; va"k

bdkbZ &23 vk/ks&v/kwjs % O;k[;s; va"k

bdkbZ &24 vkokjk elhgk

bdkbZ &25 _.kty /kuty

MAHI – 112 (N)

Nk;koknksRrj fgUnh dfork

[k.M&1 mRRkjNk;koknh vU; dkO;/kkjk,¡

bdkbZ &1 jk"Vª dfo jke/kkjh flag fnudj

bdkbZ &2 jk"Vªh; lkaLd`frd dkO;/kkjk ds vU; dfo

bdkbZ&3 mRrjNk;koknh oS;fDrd dkO;/kkjk

[k.M&2 izxfroknh dfork ds izeq[k gLrk{kj

bdkbZ &4 ukxktqZu ds dkO; dh oSpkfjd i`"BHkwfe]
fo"k;&foLrkj vkSj dkO; f"kYi

bdkbZ &5 eqfDRkcks/k dk dkO;&fpUru % dkO;oLrq vkSj
f"kYi&i{k

bdkbZ &6 /kwfey dh dkO; &laosnuk vkSj dkO;&f'kYi

[k.M&3 iz;ksxxokn] u;h dfork vkSj lekdkyhu dfork

bdkbZ &7 lfPpnkuUn ghjkuUn okRL;k;u ^vKs;*

bdkbZ &8 'ke'ksj cgknqj flag% fopkj] dfork vkSj f'kYi&i{k

bdkbZ &9 losZ'oj n;ky lDlsuk dk dkO;

bdkbZ &10 j?kqohj lgk;] dsnkjukFk flag

**[k.M&4 O;k[;k Hkkx &II % eqfDDrcks/k] vKs;] /kwfey
ukxktqZu**

bdkbZ &11 eqfDDrcks/k& Hkwy xyrh
          vKs;& lkezkKh dk uSos| nku
bdkbZ &12 /kwfey& eksph

ukxktqZu& izfrc) gw¡

MAHI-113 (N)

fgUnh lkfgR; dk bfrgkl ¼vk/kqfud dky½

[k.M&1 vk/kqfud dky % [kM+h cksyh fgUnh lkfgR; dk mn~Hko vkSj fodkl

bdkbZ &1 vk/kqfud dky ds mn~; dh i`"BHkwfe vkSj fgUnh [kM+h cksyh dk

lkfgfR;d fodkl

bdkbZ &2 HkkjrsUnq ;qx % x| ,oa i|&vo/kkj.k,¡] fodkl ,oa izo`fRr;k¡

bdkbZ &3 f}osnh ;qx % x| ,oa i|&vo/kkj.k,¡] fodkl ,oa izo`fRr;k¡

bdkbZ &4 'kqDy;qxh fgUnh x|

bdkbZ &5 "DyksRRkj fgUnh x|

[k.M&2 Nk;kokn ,oa Nk;koknksRrj fgUnh dfork

bdkbZ &6 Nk;koknh dfork

bdkbZ &7 izxfroknh dkO;kUnksyu

bdkbZ &8 iz;ksxokn vkSj ubZ dfork

bdkbZ &9 ledkyhu dfork

[k.M&3 fgUnh x| lkfgR; dh fofHkUu fo/kk,¡

bdkbZ &10 fgUnh miU;kl % mn~Hko vkSj fodkl

bdkbZ &11 fgUnh ukVd vkSj jaxeap

bdkbZ &12 fgUnh dgkuh vkUnksyu vkSj mudh Hkwfedk

bdkbZ &13 fgUnh fucU/k lkfgR; ,oa vU; x| fo|k,¡

bdkbZ& 14 fgUnh vkykspuk dh fofHkUu fo/kk,a¡ vkSj izo`fRr;k¡

MAHI-114 (N)

fgUnh Hkk'kk % mn~Hko vkSj fodkl

[k.M&1 fgUnh Hkk"kk dk fodkl] HkkSxksfyd {ks=]
miHkk"kk,¡ rFkk cksfy;k¡

bdkbZ &1 Hkkjksih; Hkk"kk ifjokj % fo'ks"krk,¡ ,oa oxhZdj.k
¼'kre~ vkSj ds.Vqe½

bdkbZ &2 Hkkjrh; vk;ZHkk"kkvksa dk Øfed fodkl

bdkbZ &3 izkd`r] viHkza'k] vogV~V vkSj iqjkuh fgUnh

bdkbZ &4 [kM+h cksyh dk mn~Hko vkSj fodkl

bdkbZ &5 fgUnh vkSj mldh izeq[k cksfy;k¡ rFkk {ks= foLrkj

[k.M&2 fgUnh Hkk"kk dh lajpuk vkSj mldh fo'ks"krk,¡

bdkbZ &6 fgUnh Hkk'kk dk ekud Lo:i

bdkbZ &7 fgUnh /ofu;k¡] 'kCn&jpuk vkSj izdkj

bdkbZ &8 fgUnh dh okD;&jpuk, okD; ifjorZu % dkj.k vkSj

fn"kk,¡

bdkbZ &9 fgUnh dh O;kdjf.kd dksfV;k¡

[k.M&3 nsoukxjh fyfi

bdkbZ &10nsoukxjh fyfi dk ukedj.k] mn~Hko vkSj fodkl

bdkbZ &11nsoukxjh fyfi dh fo'ks"krk,¡&xq.k&nks’k

bdkbZ &12fgUnh Hkk"kk dk ekudhdj.k vkSj nsoukxjh fyfi

bdkbZ &13jk"VªHkk"kk] jktHkk"kk vkSj laidZ Hkk"kk ds :i esa

fgUnh

MAHI -116 (N)

vk/kqfud Hkkkjrh; Ikfgr;

[k.M&1 Hkkkjrh; Ikfgr; dk Lo:i % vusdrk esa ,drk
bdkbZ &1 lkaLd`frd bdkbZ ds :i esa Hkkkjr
bdkbZ &2 Hkkkjrh; Ikfgr; ds v/;;u dh leL;k,¡
bdkbZ &3 Hkkkjrh;rk dk lekt'kkL=
bdkbZ &4 fgUnh Ikfgr; esa Hkkkjrh; ewY;kasa dh vfHkO;fDRk
bdkbZ &5 Hkkkjrh; Ikfgr; dh ewyHkwr ,drk
[k.M&2 Hkkkjrh; Ikfgr; dk laf{klr ifjp;
bdkbZ &6 nf{k.kkR; Hkk"kkvksa dk lkfgR; & rfey] rsyxw]
dUuM] ey;kye
bdkbZ &7 iwokZapyh; Hkk"kk oxZ& c¡xyk] mfM+;k] vlfe;k
bdkbZ &8 if'peksRRkj Hkk"kk,¡& ejkBh] xqtjkrh] iatkch] mnwZ
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        mldk izHkko

bdkbZ &10 Hkkjrh; lkfgR; ij jk"Vªh;rk] xka/khokn] ekDlZokn]
euksfo'ys"k.kokn
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dfork]
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ifjp;

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bdkbZ &4 lkfgR; ds lekt'kkL= dh /kkjk,¡

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bdkbZ &6 Le`fr] bfrgkl vkSj /keZ dk vfLerk ls lEcU/k]

bdkbZ &7 Hkwe.Myhdj.k ds ;qqx esa jk"Vª vkSj vfLerk

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vYila[;d vfLerk,¡½

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i`"BHkwfe

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MAHI-118 (N)

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euksfo'ys"k.kokn½

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vk/kqfudrkokn] mRRkj vk/kqfudrkokn

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MAHI -119 (N)
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;ksxnku

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dk ifj'khyu

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MA Sanskrit (MAST) Syllabus

MAST – 101 (N)
oSfnd ok³~e;

- **osn**
- **fu#Dr ,oa mifu'kn~**

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bdkbZ&3   nsork&ifjp;& v{k] jk'VªkfHko/kZue~] i`fFkohA

bdkbZ&4   oSfnd O;kdj.k

oSfnd /ofu;k¡] /ofu;ksa ds Hksn] oSfnd lfU/k;k¡] O;atu lfU/k;k¡] folxZ lfU/k] oSfnd "kCn :i] /kkrq :Ik] oSfnd izR;;] fØ;k&fo"ks'k.k rFkk vO;;] oSfnd milxZ rFkk oSfnd LojA

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Lkfor` & 1 @ 35

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e#r~ & 1 @ 85

v{k& 10/ 34

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jk'VªkfHko/kZue~ & 1 @ 29

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MAST – 102 (N)

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lkekU; ifjp; ,oa izkd`r O;kdj.k

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c-   jko.kogks

l diwZje¥~tjh

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c- lUns"kjklde~

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- **vyadkj**

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  3- Ukiqaldfyax %& Kku

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   1- iqfYyax & jktu~] bne~
   2- L=hfyax& ekr`
   3- Ukiaqldfyax&vgu~

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lEiznk; dk vFkZ] vkpk;Z eEeV ,oa mudk dkO;izdk"k] eEeV dk
oSf"k'V~;] vyadkjksa dk Øfed fodkl A

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MAST-105 (N)

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MAST – 106 (N)
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MAST – 107(N)

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bdkbZ&11 "yksdksa dh fgUnh&O;k[;k ¼r`rh; vad ls lEiw.kZ ½A

bdkbZ&12 ik=ksa dk pfj=&fp=.kA

MAST – 108 (N)

laLd`r&x|dkO;

- **dknEcjh&"kqduklksins"k**
- **f"kojktfot;e~ ¼izFke fu%"okl ½**

[k.M&1 "kqduklksins"k

bdkbZ&1 x|&dkO; dk mn~Hko ,oa fodklA

bdkbZ&2 ck.kHkV~V dk O;fDrRo ,oa dr`ZRo A

bdkbZ&3 ck.kHkV~Vd`r x|&lkfgR; dk ifjp;] x|&"kSyh ,oa dkO;&lkSUn;ZA

bdkbZ&4 ^"kqduklksins"k^ dk vuqokn ,oa O;k[;k ¼**,oa lefrØkeRlq** ls **irkdk lokZfou;;kuke~ rd½A**

bdkbZ&5 ^"kqduklksins"k^ dk vuqokn ,oa O;k[;k ¼mRifRRkfuEuxk ls
bR;srkonfHk/kk;ksi"k"kke rd½A

bdkbZ&6 "kqduklksins"k ls lacaf/kr vkykspukRed iz"uA

[k.M&2 f"kojktfot;e~ ¼izFke fu%"okl ½

bdkbZ&7 vk/kqfud x| lkfgR; dk lkekU; ifjp;A

bdkbZ&8 ia- vfEcdknRr O;kl dk O;fDrRo ,oa dr`ZRoA

bdkbZ&9 laLd`r&x|ka"k dk fgUnh esa vuqokn ,oa laLd`r&O;k[;k
¼fo'.kksekZ;ksZ Hkxorh ls
vk;Zoa";ka"pkifHkeU;kegs rd½A

bdkbZ&10 laLd`r&x|ka"k dk fgUnh esa vuqokn ,oa laLd`r&O;k[;k
¼miØeeeqekd.;Z ls **LodqVhja**
izfoos"k"k rd½A

bdkbZ&11 f"kojktfot;e~ ls lEcfU/kr vkykspukRed iz"uA

MAST – 109 (N)

ykSfdd laLd`r lkfgR; dk bfrgkl

[k.M&d

bdkbZ&1 jkek;.k& ,sfrgkfld egkdkO;ksa dh fodkl ijEijk jkek;.k dk lekkU; ifjp; vkfn dfo okYehfd] jkek;.k dk jpuk&dky] jkek;.k dh vkfndkO;rk] jkek;.k dh "kSyh rFkk jkek;.k dk lakLd`frd egŸo mithO; dkO; ds :Ik esaA

bdkbZ&2 egkHkkjr & egkHkkjr dk lekkU; ifjp;] egkHkkjr dk fodkl Øe] egkHkkjr dk jpuk dky] egkHkkjr dh "kSyh] egkHkkjr dh lkaLd`frd egŸo] mithO; dkO; ds :Ik esa egkHkkjr] jkek;.k ,oa egkHkkjr dh laLd`fr;ksa dh rqyukA

bdkbZ&03 egkdkO;& ,oa egkdfo;ksa ds dr`ZRo ,oa O;fDrRo & egkdkO; dk mn~Hko] fodkl ,oa y{k.kA

dkfynkl& dkfynkl dk dky] O;fDrRo ,oa dr`ZRo] egkdkO;ksa dk izfrik|&fo'k; RkFkk

dkO;&"kSyh] dfofo'k;d iz"kfLr;k¡A

bdkbZ&04 v"o?kks'k & v"o?kks'k dk le;] O;fDrRo ,oa dr`ZRo] egkdkO;ksa dk izfrik|&fo'k; RkFkk

dkO;&"kSyh] dfofo'k;d iz"kfLr;k¡A

Hkkkjfo & Hkkkjfo dk le;] O;fDrRo ,oa dr`ZRo] egkdkO;ksa dk izfrik|&fo'k; RkFkk dkO;"kSyh]

dfofo'k;d iz"kfLr;k¡A

nh?kZ mRrjh;] y?kq mRrjh; ,oa cgqfodYih; iz"uA

[k.M& [k

bdkbZ&05 ek?k& ek?k dk le;] O;fDrRo ,oa dr`ZRo] egkdkO;ksa dk izfrik|&fo'k; RkFkk dkO;&"kSyh]

dfofo'k;d iz"kfLr;k¡A

bdkbZ&06 Jhg'kZ& g'kZ dk le; O;fDrRo ,oa dr`ZRo] egkdkO;ksa dk izfrik|&fo'k; RkFkk dkO;&"kSyh]

dfofo'k;d iz"kfLr;k¡A

bdkbZ&07 ukV~;&lkfgR; ,oa ukVd& ukV~;lkfgR; ,oa ukVd dk mn~Hko ,oa fodkl rFkk laLd`r ukVdksa dh fo"ks'krk,¡A

bdkbZ&08 egkdfo Hkkl& Hkkl dk O;fDrRo ,oa drZ`Ro] fLFkfrdky] ukV~;dyk] ukVdksa dh fo'k;&oLrq] ukVdksa dk leh{kkRed foospuA

bdkbZ 9& egkdfo "kwnzd& "kwnzd dk O;fDrRo ,oa drZ`Ro] fLFkfrdky] ukV~;dyk] ukVdksa dh fo'k; oLrq] ukVdksa dk leh{kkRed foospuA nh?kZ mRrjh;]y?kq mRrjh; ,oa cgqfodYih; iz"uA

[k.M& x

bdkbZ 10& egkdfo dkfynkl& dkfynkl dh ukV~;&dyk] ukVdksa dh fo'k;oLrq] ukVdksa dk leh{kkRed foospuA

bdkbZ&11   egkdfo HkoHkwfr & HkoHkwfr dk O;fDrRo ,oa drZ`Ro] fLFkfrdky] ukV~;&dyk] ukVdksa dh

fo'k;oLrq] ukVdksa dk leh{kkRed foospuA

fo"kk[knRRk& fo"kk[knRr dk O;fDrRo ,oa drZ`Ro] fLFkfrdky] ukV~;&dyk] ukVd dh

fo'k;oLrq] fo"kk[knŸk ds ukVdksa ij leh{kkRed foospuA

[k.M& ?k

bdkbZ&12 x|dkO; dk mn~Hko ,oa fodkl

n.Mh& n.Mh dk O;fDRkRo ,oa dr`ZRo] d`fr dh fo'k;oLrq] x|&"kSyh ,oa dkO;&lkSUn;Z

lqcU/kq& lqcU/kq dk O;fDRkRo ,oa dr`ZRo] le;] d`fr dh fo'k;oLrq] x|&"kSyh ,oa dkO;&

lkSUn;Z

bdkbZ&13 ck.kHkV~V& ck.kHkV~V dk O;fDRkRo ,oa dr`ZRo] d`fr;ksa dh fo'k;oLrq] x|&"kSyh ,oa

dkO;&lkSUn;ZA

nh?kZ mRrjh;]y?kq mRrjh; ,oa cgqfodYih; iz"uA

laL—r&"kkL= ,oa "kkL=dkj

[k.M&1   O;kdj.k"kkL=

bdkbZ&1   vkpk;Z ikf.kfu &
ikf.kfu dk tUe≤ ,oa TkUe&LFkku] ikf.kfu dk dr`ZRo] ikf.kfu dh   i)fr] ikf.kuhdkfyd yksd&Hkk'kk;sa] ikf.kfu ,oa laL—r] ikf.kfu dh laL—r&O;kdj.k dks nsuA

bdkbZ&2   vkpk;Z dkR;k;u ,oa vkpk;Z iratfy&
dkR;k;u dk TkUe≤ ,oa TkUe&LFkku] dkR;k;u dk dr`ZRo] dkR;k;u dh Hkk'kk] okfrZd dk y{k.k] vkpk;Z dkR;k;u dh laL—r &O;kdj.k dks nsuA iratfy dk tUe≤ ,oa tUe LFkku] iratfy dk thou pfjr] iratfy dh laokn&"kSyh] iratfy dk dr`ZRo] laL—r O;kdj.k dks iratfy dh nsu rFkk ^;FkksÿYkja equhuka izkek.;e~^ dh O;k[;kA

bdkbZ&3   vkpk;Z HkV~Vksftnhf{kr] vkpk;Z ojnjkt ,oa vkpk;Z ukxs"k HkV~V&

HkV~Vksftnhf{kr dk tUe≤ ,oa tUe&LFkku] HkV~Vksftnhf{kr dk dr`ZRoA vkpk;Z ojnjkt dk TkUe≤ ,oa tUe&LFkku] dr`ZRo ,oa vkpk;Z ojnjkt dk O;kdj.k"kkL= dks nsuA ukxs"k HkV~V dk tUe≤ ,oa tUe&LFkku] dr`ZRo] oSf"k'k'k'V~; rFkk xq#f"k'k'; ijEijk] O;kdj.k "kkL= dks ukxs"k HkV~V dh nsuA

[k.M&2   dkO;"kkL=

bdkbZ&4   vkpk;Z Hkkjr ,oa vkpk;Z vfHkuoxqlr&
vkpk;Z Hkkjr dk tUe≤ ,oa tUe&LFkku] Hkkjr dk dr`ZRo ,oa izfrik fo'k'k;] laLd`r&lkfgR;"kkL= dks Hkkjr dh nsuA vfHkuoxqlr dk tUe≤ ,oa tUe&LFkku] vfHkuoxqlr dk drZZ`Ro ,oa izfrik fo'k'k; lkfgR;"kkL= dks vkpk;Z vfHkuoxqlr dh nsuA

bdkbZ&5   vkpk;Z Hkkkeg ,oa vkpk;Z #nzV&
vkpk;Z Hkkkeg dk tUe≤ ,oa tUe&LFkku] Hkkkeg dk dr`ZRo ,oa izfrik fo'k'k;] laL—r&dkO;"kkL= dks Hkkkeg dh nsuA #nzV dk tUe≤ ,oa tUe LFkku] dr`ZRo ,oa

izfrik| fo'k;]   laL—r&dkO;"kkL= dks vkpk;Z
#nzV dh nsuA

bdkbZ&6   vkpk;Z vkuUno/kZu ,oa vkpk;Z eEeV &

vkuUno/kZu dk tUe≤ ,oa tUe&LFkku] dr`ZRo ,oa
izfrik| fo'k;] dkO;"kkL= esa mudk ;ksxnkuA vkpk;Z
eEeV dk tUe≤ ,oa tUe&LFkku] mudk dr`ZRo]
izfrik| fo'k;] dkO;"kkL= dks vkpk;Z eEeV dh nsuA

bdkbZ&7   vkpk;Z dqUrd ,oa vkpk;Z {ksesUnz&

vkpk;Z dqUrd dk tUe≤ ,oa tUe&LFkku] dr`ZRo ,oa
izfrik| fo'k;] dkO;"kkL= dks dqUrd dh nsuA vkpk;Z
{ksesUnz dk tUe&Lke; ,oa tUe&LFkku] drZZZ`Ro
,oa izfrik| fo'k;] dkO;"kkL= dks {ksesUnz dh nsuA

[k.M&3   vk;qosZn "kkL= ¼Hkkx&1½

bdkbZ&8   vkpk;Z pjd &
^pjd^ "kCn dk vFkZ] pjd dk le;] pjd ,oa dfu'd] pjd ,oa
iratfy pjd lafgrk] vkpk;Z pjd dh vk;qosZn dks nsuA

bdkbZ&9   vkpk;Z lqJqr ,oa vkpk;Z okXHkV&
vkpk;Z lqJqr dk thou&ifjp;] tUe≤ ,oa tUe&LFkku]
drZ`Ro ,oa izfrik| fo'k;] vkpk;Z lqJqr dh vk;qosZn dks
nsuA okXHkV dk thou ifjp;] tUe≤ ,oa tUe&LFkku]
okXHkV dk drZ`Ro ,oa izfrik| fo'k;] okXHkV dh
vk;qosZn dks nsuA

[k.M& 3   vFkZ"kkL= ,oa IM~-xhr"kkL= ¼Hkkx&2½

bdkbZ&10 vkpk;Z dkSfVY; &
vkpk;Z dkSfVY; dk tUe≤ ,oa tUe&LFkku]
thou&ifjp;] drZ`Ro ,oa izfrik| fo'k;A

bdkbZ&11 vkpk;Z "kkM~Z-xnso&
"kkMZ~-Xknso dk tUe&LFkku ,oa tUe le;] "kkMZ~-
Xknso dk drZ`Ro]   IM-~xhrjRukdj dk izfrik| fo'k; IM-
~xhr"kkL= dks "kkMZ~-Xknso dh nsuA

[k.M&4 T;ksfr'k ”kkL=

bdkbZ&12 vkpk;Z ojkgfefgj &

      ojkgfefgj dk tUe≤ ,oa tUe&LFkku] ojkgfefgj dk
      dr`ZRo] d`fr;ksa dk izfrik| fo'k;] T;ksfr'k ”kkL= dks
      ojkgfefgj dk ;ksxnkuA

bdkbZ& 13 vkpk;Z vk;ZHkV ,oa vkpk;Z dY;k.koekZ

      vk;ZHkV dk tUe≤ ,oa tUe&LFkku] dr`ZRo]
      vk;ZHkVh; dk izfrik| fo'k;] T;ksfr'k ”kkL= dks vk;ZHkV
      dh nsuA vkpk;Z dY;k.koekZ dk tUe≤ ,oa
      tUe&LFkku] dr`ZRo] d`fr;ksa dk izfrik| fo'k;]
      T;ksfr'k”kkL= dks vkpk;Z dY;k.koekZ dh nsuA

bdkbZ&14 vkpk;Z czãxqlr] vkpk;Z HkkLdj ,oa vkpk;Z ijk”kj &

      vkpk;Z czãxqlr dk tUe≤ ,oa tUe&LFkku] vkpk;Z dk
      dr`ZRo] vkpk;Z dh d`fr;ksa dk izfrik| fo'k;] T;ksfr'k
      ”kkL= dks vkpk;Z czãxqlr dh nsuA vkpk;Z HkkLdj dk
      tUe≤ ,oa tUe&LFkku] HkkLdjkpk;Z dk dr`ZRo]
      fl)kUr f”kjksef.k dk izfrik| fo'k;] T;ksfr'k “kkL= dks
      HkkLdjkpk;Z dh nsuA vkpk;Z ijk”kj dk tUe≤ ,oa
      tUe&LFkku] vkpk;Z dk dr`ZRo ] d`fr;ksa dk izfrik|
      fo'k;] T;ksfr'k”kkL= dks vkpk;Z ijk”kj dh nsuA

MAST – 112 (N)

laLd`r&i|dkO;

- **uS’k/kh;pfjre~ ¼izFke IxZ ½**
- **fdjkrktqZuh;e~ ¼izFke IxZ½**

[k.M& 1 uS’k/kh;pfjre~ ¼izFke IxZ ½

bdkbZ&1 egkdkO; dk mn~Hko] fodkl ,oa y{k.kA

bdkbZ&2 egkdfo ,oa dkO; dk ifjp;A

bdkbZ& 3 izkjfEHkd 10 “yksdksa dh laLd`r O;k[;kA

bdkbZ& 4 izFke IxZ ds “yksdksa dk vuqokn ,oa O;k[;k &1

bdkbZ& 5 izFke IxZ ds “yksdksa dk vuqokn ,oa O;k[;k&2

bdkbZ& 6 vkykspukRed iz”uA

[k.M& 2 fdjkrktqZuh;e~ ¼izFke IxZ½

bdkbZ&7 Hkkjfo dk fLFkfrdky] thou&ifjp;] vyadkj "kSyh ds izorZd A

bdkbZ&8 dkO;Hksn rFkk egkdkO; dk Lo:i] egkdkO; dk ukedj.kA

bdkbZ&9 egkdkO; dk uk;d] laf{kIr bfro`Rr] egkHkkjr dh dFkk ls izkIr ifjorZuA

bdkbZ&10 Hkkjfo ls lacaf/kr iz"kfLr] Hkkjfo dh "kSyh dk oSf"k'V~;] ^HkkjosjFkkXkSjoe~^] vyadkj&fu:i.k] NUn] jlkfHkO;atuk] izFke lxZ dh dFkk] izFke lxZ dh lwfä;k¡A

bdkbZ&11 izFke lxZ ds "yksd la[;k 1 ls 15 rd dh O;k[;k rFkk vuqoknA

bdkbZ&12 izFke lxZ ds "yksd la[;k 16 ls 30 rd dh O;k[;k rFkk vuqoknA

bdkbZ&13 izFke lxZ ds "yksd la[;k 31 ls 46 rd dh O;k[;k rFkk vuqoknA

MAST – 113 (N)

ukV~;"kkL=

- **Hkjreqfud`r ukV~;"kkL= ¼izFke ,oa f}rh; v/;k;½**
- **/ku¥~t;d`r n"k:id ¼izFke ,oa r`rh; izdk"k½**

[k.M&d   Hkjreqfud`r ukV~;"kkL= ¼izFke ,oa f}rh; v/;k;½

bdkbZ&1   ukV~; dh mRifÝk ,oa iz;kstuA

bdkbZ&2   xzUFk ,oa xzUFkdkj dk ifjp;A

bdkbZ&3   "yksdksa dh O;k[;k ¼izFke v/;k; "yksd la[;k 01 ls 60 rd½A

bdkbZ&4   "yksdksa dh O;k[;k ¼izFke v/;k; "yksd la[;k 61 ls 127 rd½A

bdkbZ&5 "yksdksa dh O;k[;k ¼f}rh; v/;k; "yksd la[;k 01 ls 55 rd½A

bdkbZ&6 "yksdksa dh O;k[;k ¼f}rh; v/;k; "yksd la[;k 56 ls 105 rd½A

bdkbZ&7   foospukRed iz"uA

[k.M&[k   /ku¥~t;d`r n"k:id ¼izFke ,oa r`rh; izdk"k½

bdkbZ&8 xzUFk ,oa xzUFkdkj dk ifjp; A

bdkbZ&9 dkfjdkvksa dh O;k[;k ¼izFke izdk"k& eaxykpj.k ls dkfjdk la[;k 30 rd½A

bdkbZ&10   dkfjdkvksa dh O;k[;k ¼izFke izdk"k& dkfjdk la[;k 31 ls 68 rd½A

bdkbZ&11   dkfjdkvksa dh O;k[;k ¼r`rh; izdk"k& dkfjdk la[;k 1 ls 76 rd½A

bdkbZ&12   foospukRed iz"u A

dkO;”kkL=

- **dkO;izdk”k ¼izFke] f}rh;] r`rh;] prqFkZ] llre ,oa v’Ve mYykI½**

[k.M& d

bdkbZ&1   dkO;”kkL= dk lkekkU; ifjp; A

bdkbZ&2   izeq[k lEiznk;ksa dk lkekkU; ifjp; A

bdkbZ&3   izFke mYykl dh dkfjdkvksa dh O;k[;kA

bdkbZ&4   f}rh; mYYkkl dh dkfjdkvksa dh O;k[;kA

[k.M& [k

bdkbZ&5   r`rh; mYYkkl dh dkfjdkvksa dh O;k[;kA

bdkbZ&6   prqFkZ mYykl ¼jllw= ds iwoZ rd dk Hkkx½ dh dkfjdkvksa dh O;k[;kA

bdkbZ&7   prqFkZ mYYkkl jllw= dh O;k[;k,¡A

bdkbZ&8   ,d ls pkj mYykl rd ds leh{kkRed iz”uA

[k.M&x

bdkbZ&9   nks’k dk lkekkU; Lo:i@y{k.k] inxrnks’k& JqfrdVq] P;qrlaLdkj] viz;qDr] vuqfprkFkZ] xzkE;] fDy’V] vfoe`’Vfo/ks;ka”k rFkk fo#)efr`r~ nks’kkksa dk y{k.k ,oa mnkgj.k lfgr foospuA

bdkbZ&10   vFkZnks’k& viq’V] d’V] fo|kfo#)] lfUnX/k] vin;qDrrk] izdkf”krfo#)rk ,oa v”yhy uked vFkZnks’kkksa dk y{k.k ,oa mnkgj.k lfgr foospuA

bdkbZ&11   okD;xrnks’k& izfrdwyo.kZrk] folfU/k/k] gro`Ÿkrk] dfFkrinrk] irRizd’kZrk] izflf)fo#)rk] HkXuizØerk ,oa U;wuinrk uked nks’kkksa dk y{k.k ,oa mnkgj.k lfgr foospuA

bdkbZ&12   jlnks’k & O;fHkpkjh Hkkokoksa dk Lo”kkCnxr dFku] jl”kkCn dk Lo”kkCn ls dFku] LFkk;hHkkokoksa dh Lo”kkCnokP;rk vkfnA

bdkbZ&13 xq.kksa dk lkekU; y{k.k] xq.k ,oa vyadkjksa esa vUrj] xq.kksa ds
Hksn&y{k.k ,oa mnkgj.k lfgr   foospu] okeuksDr n"k izdkj ds
"kCnxq.kksa dk [k.Mu rFkk okeuksDr n"k vFkZxq.kksa dk [k.MuA

MAST-115 (N)

lkfgR; losZ{k.k@ izkstsDV fjiksVZ

1- Hkkjrh; LokrU™; laxzke ,oa laLd`rdfo

2- laLd`r&i=dkfjrk

3- LokrU™;ksŸkj laLd`r&dfork esa Hkkjrh; lekt dk izfrfcEcu

4- laLd`r&lkfgR; ,oa vk/kqfudrk

5- bDdhloha "krh dh laLd`r&lkfgR; dh izo`fRr;k¡

6- vk/kqfud laLd`r&lkfgR; esa vk/kqfud foKkuijd fpUru

7- laLd`r&lkfgR; dh fo"on`f'V

uksV&   d½ mi;qZDr fo'k;fcUnqvksa esa ls fdlh ,d fo'k; ds izkekf.kd
rF;ksa ds miLFkkiuiwoZd yxHkx 5000 "kCnksa esa fyf[kr losZ{k.kkRed
fucU/k dh izLrqfr djuh gksxhA

vFkok

[k½ mi;qZDr fo'k;ksa esa esa gh fdlh ,d fo'k; ls lEcfU/kr va"k fo"ks'k dks ysdj 50
i`'Bksa dk "kks/k&izcU/k (Project) izLrqr djuk gksxkA

MAST – 116 (N)

laLd`r&fucU/k ,oa vuqokn

- **laLd`r&fucU/k**
- **laLd`r&vuqokn**

[k.M& d

bdkbZ&1 oSfnd ,oa iqjk.k okM~-e; ij vk/kkfjr fucU/k& osnkuka egŸoe~]
osnkaxkuka egŸoe~] mifu'knka egÙoe~] iqjk.kkuka egÙoe~ A

bdkbZ&2 nk"kZfud fucU/k& Hkkjrh;n"kZZukuka egÙoa OkSf"k'k'V~;a p]
czg~e lR;a txfUeF;k] xhrk lqxhrk dRkZO;k ,oa ukfLr ;ksxlea cye~ A

bdkbZ&3 lkfgR;"kkL=h; fucU/k & dkO;L;kREkk /ofu%]
foHkkokokuqHkkko&O;fHkpkjkj&la;ksxkn~ jlfu'ikfRk%] vikjs dkO;lalkjs
dfojso iztkifr%] HkkkjosjkFkZZkxkSjoe~] nf.kMu% inykfyR;e~] dkO;s';kq
ukVda jE;e~A

bdkbZ&4 /keZ"kkL=h; fucU/k & laLdkjk%] /keZ"kkL=a jk'V~ªksUufr"p]
/keZ"kkL=L; vuq"kklue~]

lEifRrfoHkkktue~A

[k.M&[k

bdkbZ&5 lkekftd fucU/k & Js;fl dsu r`I;;rs] HkkfoHkknza fg thfore~] fØ;k fg
oLrwifgrk izlhnfr] mRlofiz;k% [kyq euq';k%A

bdkbZ&6 jkf'V~ª; fo'k;ksa ij fucU/k & o;a jk'V~ªs tkx`;ke iqjksfgrk%]
fo"ocU/kqqRoe~] Hkkkjrh;

x.kra=e~A

bdkbZ&7 vk/kqfud fo'k;ksa ij fucU/k & lax.kdL; mi;ksfxrk] vk/kqfud;qxs laLd`rL; mi;ksfxrk]   ukjhl"kDrhdj.ke~] L=hf"k{kk;k% egŸoe~] /kekZFkZdkeeks{kk.kke~ vkjksX;a ewyeqŸkee~A

bdkbZ&8 fofo/k& ;rks /keZLrrks t;%] ijksidkjk; lrka foHkwr;%] ;= uk;ZLrq iwT;Urs jeUrs r= nsork%] laLd`rHkk'kk;k% egÙoe~] fo|k/kua loZ/kuiz/kkue~ A

[k.M&x

bdkbZ&9   vuqokn ds lkekU; fu;e rFkk fgUnh ls laLd`r esa vuqokn ¼vuqPNsn ij vk/kkfjr½A

bdkbZ&10 laLd`r ls fgUnh esa vuqokn¼vuqPNsn ij vk/kkfjr½A

MAST-117 (N)

vk/kqfud laLd`r& lkfgR;dkjksa dk lkekU; ifjp;

[k.M& 1 vk/kqfud laLd`r&lkfgR;

bdkbZ&1 vk/kqfud laLd`r&lkfgR; dk lkekU; ifjp;

bdkbZ&2 vk/kqfud laLd`r&lkfgR; dh ewy izo`fRr;k¡

bdkbZ&3 izeq[k egkdkO; ,oa dfo ifjp; I

bdkbZ&4 izeq[k egkdkO; ,oa dfo ifjp; II

bdkbZ&5 izeq[k [k.MdkO;] xhfrdkO; ,oa dfo ifjp; I

bdkbZ&6 izeq[k [k.MdkO;] xhfrdkO; ,oa dfo ifjp; II

[k.M& 2 vk/kqfud laLd`r&lkfgR; % ukVd] x|dkO; ,oa izdh.kZdkO;

bdkbZ&7 ukVd ,oa x|dkO; dk Lo:Ik

bdkbZ&8 izeq[k ukVd ,oa ukVddkjksa dk ifjp; I

bdkbZ&9 izeq[k ukVd ,oa ukVddkjksa dk ifjp; II

bdkbZ&10 x|dkO; ,oa dfo&ifjp;

bdkbZ&11 eqDrddkO; ,oa dfo&ifjp;

bdkbZ&12 "krddkO; ,oa dfo&ifjp;

bdkbZ&13 pEiwdkO; ,oa dfo&ifjp;

MAST-117 (N)

vk/kqfud laLd`r& lkfgR;dkjksa dk lkekU; ifjp;

ikB~;Øe dh fofHkUu bdkb;ksa ds vUrxZr v/ksfyf[kr lkfgR;dkjksa dk ifjp; rFkk dr`ZRo dk lekos"k gksxk&

1- vkpk;Z HkV~V eFkqjkukukFk "kkL=h
2- if.Mrk {kekjko
3- vkpk;Z jkekorkj "kekZ
4- vkpk;Z tkudhoYyHk "kkL=h
5- vkpk;Z Jh/kj HkkLdj o.ksZdj
6- vkpk;Z cPpwyky voLFkh
7- vkpk;Z Jhfuoki jFk
8- vkpk;Z txUUkkFk ikBd
9- vkpk;Z jsokizlkn f}osnh
10- vkpk;Z IR;ozr "kkL=h
11- vkpk;Z jkedj.k "kekZ
12- vkpk;Z ds"kopUnz nk"k
13- vkpk;Z cVqdukFk"kkL=h f[kzLrs

14-   vkpk;Z vfHkjkt jktsUnz feJ

15-   vkpk;Z iq'ik nhf{kr

16-   vkpk;Z gfjnÙk "kekZ

17-   vkpk;Z jk/kkcYYkHk f=ikBh

18-   vkpk;Z jfrukFk >k

19-   vkpk;Z g'kZnso ek/ko

20-   vkpk;Z tuknZuizlkn ik.Ms; ^ef.k^

MAST-118 (N)
/oU;kyksd ¼izFke ,oa prqFkZ m|ksr½

[k.M& d

bdkbZ&1 dkO;"kkL= dk laf{klr ifjp;&dkO;"kkL= dk vFkZ] dkO; esa ^"kkL=^ "kCn dk vFkZ] dkO;"kkL= ds fofo/k ukeA

bdkbZ&2 izeq[k dkO;"kkL=h; vkpk;Z& Hkjr] Hkkeg] es/kkfo#nz] #nzV] okeu] n.Mh] eEeV] jkt"ks[kj]

fo"oukFk] iafMrjkt txUukFkA

bdkbZ&3 dkO;&lEiznk;ksa dk lkekU; ifjp;A

bdkbZ&4 /oU;kyksddkj vkpk;Z vkuUno/kZu dk O;fDrRo ,oa dr`ZRoA

bdkbZ&5 /ofu fl)kUr] LQksV fl)kUr] /ofu dk vFkZ] /ofu ds fofo/k fodYi rFkk /ofu dk Lo:Ik ,oa

/ofu ds HksnA

[k.M&[k

bdkbZ&6 dkfjdk 01 ls 12 rd dh O;k[;k ¼izFke m|ksr½

bdkbZ&7 dkfjdk 13 ls 19 rd dh O;k[;k ¼izFke m|ksr½

bdkbZ&8 dkfjdk 01 ls 05 rd dh O;k[;k ¼prqFkZ m|ksr½

bdkbZ&9 dkfjdk 06 ls 17 rd dh O;k[;k ¼prqFkZ m|ksr½

bdkbZ&10 vkykspukRed iz"uA

vk/kqfud laLd`r&ukV~; ,oa dFkk

- **vk/kqfud laLd`r&ukV~;dkO;**
- **dFkkdkO;**

[k.M&d ukV~;dkO; ¼,dkadh½

¼v/kksfyf[kr ukVddkjksa ds ,d&,d ,dkadh dk v/;;u fd;k tkuk gSA½

ukVddkj &dkadh,dkadh

1- izks- jktsUnz feJ	1- izfrHkkizrh{k.ke~
2- izks- jk/kkoYyHk f=ikBh	2- izrh{kk
3- izks- gfjnRRk "kekZ	3- o/kwngue~
4- izks- f"koth mik/;k;	4- ;kSrqde~
5- izks- jek pkS/kjh	5- ns"knhie~

[k.M&[k dFkkdkO;

¼v/kksfyf[kr dFkkdkjksa dh ,d&,d dFkk dk v/;;u fd;k tkuk gSA½

dFkkdkj	**dFkk**
1- nsof'kZ dykukFk"kkL=h	1- nEHkToj%
2- izks- izHkqukFk f}osnh	2- dudykspu%
3- izks- egs"k xkSre	3- vi.kkZ
4- izks- ukjk;.k nk"k	4- lR;e~ f"koe~
lqUnje~	
5- izks- cuekyh fo"oky	5- cqHkq{kk

vk/kqfud laLd`r&ukV~; ,oa dFkk

- **vk/kqfud laLd`r&ukV~;dkO;**
- **dFkkdkO;**

[k.M&d ukV~;dkO; ¼,dkadh½

bdkbZ&1 izfrHkkizrh{k.ke~&

,dkadhdkj jktsUnzfeJ dk O;fDrRo ,oa dr`ZRoA ,dkadh dh dFkkoLrq]

,dkadh dh vfHkus;rk] ,dkadh dk vuqokn rFkk ,dkadh esa ;qxcks/kA

bdkbZ&2 izrh{kk& ,dkadhdkj izks- jk/kkoYyHk f=ikBh izrh{kk dk O;fDrRo

,oa dr`ZRoA ,dkadh dh

dFkkoLrq ,dkadh dh vfHkus;rk] ,dkadh dk vuqokn rFkk ,dkadh esa

;qxcks/kA

bdkbZ&3 o/kwngue~& ,dkadhdkj izks- gfjnRRk “kekZ dk O;fDrRo ,oa

dr`ZRoA ,dkadh dh dFkkoLrq

,dkadh dh vfHkus;rk] ,dkadh dk vuqokn rFkk ,dkadh esa ;qx cks/kA

bdkbZ&4 ;kSrqde~& ,dkadhdkj izks- f”koth mik/;k; dk O;fDrRo ,oa dr`ZRoA

,dkadh dh dFkkoLrq

,dkadh dh vfHkus;rk] ,dkadh dk vuqokn rFkk ,dkadh esa ;qx cks/kA

bdkbZ&5 ns”knhie~& ,dkadhdkj izks- jek pkS/kjh dk O;fDrRo ,oa dr`ZRoA

,dkadh dh dFkkoLrq

,dkadh dh vfHkus;rk] ,dkadh dk vuqokn rFkk ,dkadh esa ;qxcks/kA

[k.M&[k dFkkdkO;

bdkbZ&1 dFkk lkfgR; dk mn~Hko ,oa fodkl] iqjkru laLd`r dFkkvksa ,oa

vk/kqfud laLd`r

dFkkvksa esa vUrjA

bdkbZ&2 nsof’kZ dykukFk“kkL=hd`r ^nEHkkToj%^ & dFkkdkj dk thou ifjp;]

dFkk dh dFkkoLrq]dFkk

dk fgUnh vuqokn rFkk dFkk esa ;qxcks/kA

bdkbZ&3 izks- izHkqukFkf}osnhd`r ^ dudykspu^% & dFkkdkj dk thou ifjp;]

dFkk dh

dFkkoLrq] dFkk dk fgUnh vuqokn rFkk dFkk esa ;qxcks/kA

bdkbZ&4 izks- egs”kkxkSred`r ^vi.kkZ^& dFkkdkj dk thou ifjp;] dFkk dh

dFkkoLrq] dFkk dk fgUnh vuqokn rFkk dFkk esa ;qxcks/kA

bdkbZ&5 izks- ukjk;.knk”kd`r ^lR;e~ f”koe~ lqUnje~^& dFkkdkj dk thou ifjp;]

dFkk

dh dFkkoLrq] dFkk dk fgUnh vuqokn rFkk dFkk esa ;qxcks/kA

bdkbZ&6 izks- cuekyhfo”okyd`r ^ cqHkq{kk{kk^& dFkkdkj dk thou&ifjp;] dFkk

dh dFkkoLrq] dFkk dk

fgUnh vuqokn rFkk dFkk esa ;qxcks/kA

m0iz0 jktf'kZ V.Mu eqDr fo"ofo|ky; iz;kxjkt

¼;ksx esa izek.k&i=½

(Certificate in Yoga)

izek.k.k&i= ;ksx ikB~;Øe

LokLF; foKku fo|k "kk[kk

m0iz0 jktf'kZ V.Mu eqDr fo"ofo|ky;

"kkfUriqje] iz;kxjkt

;ksx esa izek.k&i= ¼lh-lh-okbZ-½

Certificate in Yoga (CCY)

dk;ZØe dksM@ Programme Code : 415 dk;ZØe vof/k ¼o'kk�sZ esa½ : U;wure % ½ vf/kdre : 2

dk;ZØe ek/;e@Medium of Instruction : fgUnh Programme Duration (in Yrs. : Minimum : ½ Maximum : 2

izos"k gsrq U;wure vgZrk@Minimum : 10+2 dk;ZØe "kqYd@Programme Fee : 4000+200/-

Qualification for Admission vf/kU;kl dk;Z@Assignment Work : vko";d ugha@Not Essential

ikB~;Øe dksM ,oa fooj.k

Paper No	Course Code	Title of the Course/ ikB~;Øe dk "kh'kZd	Credits
847	CCY-01	;ksx ds vk/kkj Hkwr rRo	6
848	CCY-02	;ksx n"kZu	6
849	CCY-03	;ksx fØ;kRed	8
Total Credits			20

;ksx ds vk/kkjHkwr rRo

[k.M izFke & ;ksx ifjp;

bdkbZ&1   ;ksx dh ifjHkk'kk ,oa ;ksx dk mn~ns";

ekuo thou esa ;ksx dk egRo ,oa fofHkkUu {ks=ksa esa ;ksx dh mi;ksfxrk

bdkbZ&2   ;ksx ds ekxZ& deZ;ksx] Kku;ksx] HkfDr;ksx]

;ksx esa lk/kd ck/kd rRo

[k.M f}rh;& gB;ksx

bdkbZ&1   gB;ksx dk ifjp;

'kVdeZ & usfr] /kkSfr] ofLr ukSfy] =kVd] dikyHkk¡fr

bdkbZ&2   gB;ksx esa vklu] mn~ns"; mi;ksfxrk] vklu ,oa "kkjhfjd vH;klksa esa vUrj

lw{e O;k;ke] lw;ZueLdkj eU= lfgr

bdkbZ&3   1- in~eklu] 2- fl)klu 3- otzklu] 4- eRL;klu] 5- flagklu] 6- xkseq[kklu] 7- v/kZ eRL;aUMklu] 8- ektkZjhvklu] 9- Hkqtxkalu] 10- rkM+klu] 11- fr;Zd rkM+klu] 12- dfVpØklu]

bdkbZ&4   1- mRRkkuiknklu] 2- lokZaxklu] 3- ioueqDrklu] 4- lsrqca/kklu] 5- if"peksRrkukuklu] 6- pØklu] 7- edjklu] 8- "koklu] 9- "kyeklu] 10- /kuqjklu] 11- "kh'kkZlu

[k.M r`rh;& izk.kk;ke

bdkbZ&5   1- mnjh; "olu] o{kh; "olu] ;ksfxd "olu] 2- ukM+h"kks/ku izk.kk;ke] 3- lw;ZHksnu izk.kk;ke] 4- pUnzHksnu izk.kk;ke] 5- Hkzkejh izk.kk;ke] 6- "khryh izk.kk;ke] 7- "khrdkjh izk.kk;ke] 8- mTtk;h izk.kk;ke] 9- HkfL=dk izk.kk;ke

bdkbZ&6   ca/k ,oa eqnzk

ca/k& 1- ewyca/k] 2- mfÏ;ku ca/k] 3- tkya/kj ca/k] 4- egkca/k

eqnzk& 1- Kku eqnzk] 2- ok;qeqnzk] 3- o:.k eqnzk] 4- i`Foh eqnzk] 5- foijhrdj.kh eqnzk] 6- egkeqnzk] 7- rkM+xh eqnzk] 8- dkdh eqnzk] 9- "kkEHkoh eqnzk] 10- vf"ouh eqnzkA

bdkbZ&7 pØ dh vo/kkj.kk vkSj ukndugla/kku

;ksx n"kZu

[k.M izFke &   iratfy ;ksx lw= dh izLrkouk

bdkbZ&1   iratfy ;ksx lw= dk ,sfrgkfld ifjp;

bdkbZ&2   iratfy ;ksx lw= ds pkjksa v/;k;ksa dk ifjp;

bdkbZ&3   vk/kqfud ;qx esa iratfy ;ksx lw= dk egRo] "kkjhfjd ekufld ,oa lkekftd egRo

[k.M f}rh; & lekf/kikn

bdkbZ&4   ifjHkk"kk'kk] fpRr dh /kkj.kk] fpRr dh o`fRr fpRr Hkwfe

bdkbZ&5   vH;kl oSjkX;[;ksxkUrjk;] bZ"oj Lo:i] fpRr fo{ksi

bdkbZ&6   fpRr izlk/ku] lekf/k&lEizKkr ,oa fjrEHkjk izKk] ltho ,oa futhZo lekf/k

[k.M r`rh; & lk/kuk ikn

bdkbZ&7   fØ;k ;ksx & ri] Lok/;k;] bZ"oj izkf.k/kku

bdkbZ&8   iap Dys"k & vfo|k] vfLerk] jkx }s"k] vfHkusos"k

bdkbZ&9   v'Vkax ;ksx ¼cfgjax lk/ku½ ;e] vklu] izk.kk;ke izR;kgkj

[k.M prqFkZ & foHkwfr ikn

bdkbZ&10 v'Vkax ;ksx ¼varjax lk/ku½ /kkj.kk /;ku] lekf/k

bdkbZ&11 ;ksx foHkwfr;k

bdkbZ&12 v'Vflf) vf.kek] efgek] yf/kek] xfjek] izkfIr] izdkE;] bZf"kRo] of"kRo

[k.M iape & dSoY;ikn

bdkbZ&13 flf);ksa ds izdkj

bdkbZ&14 /keZ es?k lekf/k] foosd [;kfr

bdkbZ&15 deZ] deZ ds izdkj] deZ iky fl)kUr dk laf{kIr o.kZu

;ksx fØ;kRed ¼izek.k i= ikB~;Øe ;ksx (CCY) - 03

nks ?kaVs izfrfnu

izFke l=& ¼1%15 ?k.Vs izfrfnu½

vklu &

1- lw{e O;k;ke	11- v/kZeRL;sUnzklu	21- gyklu
2- lw;Z ueLdkj eU=ksa lfgr	12- ektkZjhvklu	22- ukSdklu
3- in~eklu	13- e.Mwdklu	23- ioueqDrklu
4- fl)klu	14- Hkqtaxklu	24- lsrqca/kklu
5- LokfLrdklu	15- rkM+klu	25- if"peksRrku vklu
6- otzklu	16- fr;Zd~ rkM+klu	26- pØklu
7- eRL;klu	17- dfVpØklu	27- edjklu@"kokolu
8- flagklu	18- mRrkuiknklu	28- "kykHkklu
9- ohjklu	19- e;wjklu	29- "kh'kkZlu
10- xkseq[kklu	20- lokZaxklu	30- /kuqjklu

izk.kk;ke &

"olu fof/k;k¡%& mnjh; "olu] o{kh; "olu] ;kSfxd "olu

1- ukM+h"kks/ku izk.kk;ke	2- HkfL=dk izk.kk;ke	3- Hkzkejh izk.kk;ke	4- "khryh izk.kk;ke
5- mT;k;h izk.kk;ke	6- "khrdkjh izk.kk;ke	7- lw;Z&Hksnu izk.kk;ke	8- pUnz&Hksnu izk.kk;ke

ca/k & 1- ewyca/k] 2- mfM~M~;ku ca/k] 3- tkya/kj ca/k] 4- egkca/k

eqnzk & 1- Kkueqnzk] 2- izk.keqnzk] 3- viku eqnzk] 4- fyax eqnzk] 5- fpueqnzk] 6- fpue; eqnzk] 7- vkfn eqnzk] 8- es:n.M eqnzk] 9- foijhdjuh eqnzk] 10- rM+kxh eqnzk] 11- dkdh eqnzk] 12- ;ksx eqnzk] 13- [kspjh eqnzk] 14- egk eqnzk] 15- vf"ouh eqnzk

'kn~deZ & 1- /kkSfr] 2- ofLr] 3- usfr] 4- =kVd] 5- ukSyh] 6- diky Hkkfr

/;ku & iapdks"kk /;ku] lqn"kZu fØ;k /;ku

f}rh; l=& ¼45 feuV izfrfnu½

ckSf)d izf”k{k.k O;k[;ku	
1- orZeku oSf”od ifjos”k esa ;ksx	2- Hkkkjr dk vrhr] orZeku ,oa Hkfo’;
3- Hkkkjrh; laL—fr] laLdkj ,oa thou ewY;	4- 21 twu ;ksx fnol

ekSf[kdh &

B. Ed. E-23: Peace Education

Programme: **B.Ed. ODL**	Year: **First**	Semester: **II**

Subject: Education		

Course Code: B Ed E-23	Course Title: **Peace Education**

Course Objectives: Understand and recognize process of Promotion of Peace for Social Security, policies and programmes related to Peace education, motivate and help in Society for Peace, practice of major issues in Education for Peace.

Course Outcomes:
　　After completion of this course the learner will be able –

CO1 : To understand the Concept and Relevance of Peace Education in India.

CO2 : To develop Positive attitude towards Promotion of Peace for Social Security

CO3 : To understand various policies and programmes related to Peace education.

CO4 : To understand sensitive, motivate and help in Society for Peace

CO5 : To create interest for the practice of major issues in Education for Peace

Credits: 08	Type of Course: Core
Max. Marks: 100	Min. Passing Marks: 36

Block 1	**Concept and Relevance of Peace Education**
Unit 1	Peace Education: Meaning, Relevance and Significance of Peace Education
Unit 2	Historical Perspective of Peace Education
Unit 3	Indian Perspective in Peace Education
Block 2	**Dangers to Social Security**
Unit 4	Terrorism, Wars and Naxalism
Unit 5	Natural Calamities
Unit 6	Promotion of Peace for Social Security
Block 3	**Education for Peace**
Unit 7	Meaning and Concept of Difference in Education for Peace
Unit 8	Strategies for Education for Peace
Unit 9	International Efforts for Peace Education
Block 4	**Role of teacher in Education for Peace**
Unit 10	Role of Teacher in the Context of Education for Peace
Unit 11	Need for sensitizing learner for peace
Unit 12	Role of Media in Peace Education
Block 5	**Major issues in Education for Peace**
Unit 13	Legal aspects of Peace Education
Unit 14	Factors influencing Education for Peace
Unit 15	Training of Teachers for Education for Peace
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission. **Suggested online courses (MOOCs)**
	This course can be opted as an elective by the students of following subjects:

| | Suggested equivalent online courses (MOOCs) for credit transfer: N.A. |

m0iz0 jktf'kZ V.Mu eqDr fo''ofo|ky;

iz;kxjkt

+

¼;ksx tkx:drk dk;ZØe½

(Awareness Programme in Yoga)

;ksx tkx:drk ikB~;Øe

LokLF; foKku fo|k "kk[kk

m0iz0 jktf'kZ V.Mu eqDr fo''ofo|ky;

"kkfUriqje] iz;kxjkt

;ksx tkx:drk dk;ZØe ¼,-ih-okbZ-½

Awareness Programme in Yoga (APY)

dk;ZØe dksM@ Programme Code : 802   dk;ZØe vof/k ¼o'kksZa esa½ : U;wure% 2 ekg
vf/kdre : 1

dk;ZØe ek/;e@Medium of Instruction : fgUnh Programme Duration (in Yrs. : Minimum : 2 Month Maximum : 1 Year

izos"k gsrq U;wure vgZrk@Minimum : gkbZLdwy ;k led{k   dk;ZØe "kqYd@Programme Fee : 1200+200/-

Qualification for Admission   vf/kU;kl dk;Z@Assignment Work : vko";d @ Essential

ikB~;Øe dksM ,oa fooj.k

Duration	Units	Title of the Units/ v/;k; dk "kh'kZd
2 Month	Unit-01	Yoga: General Introduction ¼;ksx% lkekU; ifjp;½
	Unit-02	Relaxation Exercises ¼f"kfFkyhdj.k O;k;ke½
	Unit-03	Kriyas ¼fØ;k,aas½
	Unit-04	Yogasanas ¼;ksxklu½
	Unit-05	Pranayama ¼izk.kk;ke½
	Unit-06	Bandhas and Mudras ¼cU/k vkSj eqnzk,a½

;ksx tkx:drk dk;ZØe

ikB~;Øe fooj.k

bdkbZ&1   Yoga: General Introduction ¼;ksx% IkekU; ifjp;½

ekuo thou esa ;ksx dk egRo ,oa fofHkUu {ks=ksa esa ;ksx dh mi;ksfxrk

;ksx ds ekxZ& deZ;ksx] Kku;ksx] HkfDr;ksx]

bdkbZ&2   Relaxation Exercises ¼f”kfFkyhdj.k O;k;ke½

gB;ksx esa vklu] mn~ns”; mi;ksfxrk] vklu ,oa “kkjhfjd vH;klksa esa vUrj

lw{e O;k;ke] lw;ZueLdkj eU= lfgr

bdkbZ&3   Kriyas ¼fØ;k,aas½ ‘kVdeZ & usfr] /kkSfr] ofLr ukSfy] =kVd] dikyHkk¡fr

bdkbZ&4   Yogasanas ¼;ksxklu½

1- in~eklu] 2- fl)klu 3- otzklu 4- eRL;klu 5- flagklu 6- xkseq[kklu 7- v/kZ eRL;aUMklu 8- ektkZjhvklu 9- Hkqtxkalu 10- rkM+klu 11- fr;Zd rkM+klu 12- dfVpØklu]   13- mRRkkuiknklu] 14- lokZaxklu]15- ioueqDrklu] 16- lsrqca/kklu 17- if”peksRrkuklu 18- pØklu] 19- edjklu] 20- “kokslu]

bdkbZ&5   Pranayama ¼izk.kk;ke½

1- mnjh; “olu] o{kh; “olu] ;ksfxd “olu] 2- ukM+h”kks/ku izk.kk;ke] 3- lw;ZHksnu izk.kk;ke] 4- pUnzHksnu izk.kk;ke] 5- Hkzkejh izk.kk;ke] 6- “khryh izk.kk;ke] 7- “khrdkjh izk.kk;ke] 8- mTtk;h izk.kk;ke] 9- HkfL=dk izk.kk;ke

bdkbZ&6   Bandhas and Mudras ¼cU/k vkSj eqnzk,a½

ca/k& 1- ewyca/k] 2- mfÏ;ku ca/k] 3- tkya/kj ca/k] 4- egkca/k

eqnzk& 1- Kku eqnzk] 2- ok;qeqnzk] 3- o:.k eqnzk] 4- i`Foh eqnzk] 5- foijhrdj.kh eqnzk] 6- egkeqnzk] 7- rkM+xh eqnzk] 8- dkdh eqnzk] 9- “kkEHkoh eqnzk] 10- vf”ouh eqnzkA

MAEN- 101(N) Syllabus

British Poetry   : From Chaucer to the 18th Century

Block I	**Geoffrey Chaucer**
Unit 1	Introduction to English Poetry
Unit 2	Rhetoric and Prosody- Iambic, Trochaic, Anapaest , Dactylic, Amphibrachic, Stress, Unstress, Meter, Rhythm and Rhyme Scheme.
Unit 3	Chaucer :'*Prologue to the Canterbury Tales* : Literary Features
Unit 4	Chaucer :'*Prologue to the Canterbury Tales* : Text Analysis, Plot Structure, Characterization
Block II	**A Study of Spenser, Shakespeare and Milton**
Unit-5	Study of Elizabethan Poetry.
Unit 6	Spenser :'*The Faerie Queene',* Book I, Sonnets - 34 and 67
Unit 7	Shakespeare : 'Sonnets*'* 18,29,116 and129
Unit 8	Milton: '*Paradise Lost'* Book I
Block III	**Metaphysical Poets**
Unit 9	Cavalier Poets and Metaphisical Poets
Unit 10	John Donne: 'A Valediction : Forbidding Mourning','Canonization*',* ' Death Be Not Proud'.
Unit 11	Andrew Marvell : 'To His Coy Mistress'*,* 'A Horatian Ode'.
Unit 12	George Herbert and Robert Herrick : 'Easter of Wing', 'To Daffodils'
Block IV	**Neo- Classical and Transitional Poets**
Unit 13	Dryden: '*Absolem and Achitophel'*
Unit 14	Pope: '*The Rape of the Lock'* .
Unit 15	Thomas Grey :'Progress of Poesy'
Unit 16	Cowper :'Seasons*'* and Collins :'Ode to Evening'*,* 'Ode to Passion'

MAEN-102 (N)

British Drama : From The Renaissance to the Restoration Age

MAEN-103(N)

English Prose

Block I   **Elizabethan English Prose : Francis Bacon**

Unit 1   Introduction to Prose as a Literary Genre

Unit 2   Introducing Francis Bacon as an Essayist

Unit 3   Essays of Francis Bacon Part A- "Of Marriage and Single Life", "Of Friendship",

Unit 4   Essays of Francis Bacon Part B- "Of Travel", "Of Revenge"

Block II   **English Prose In The Eighteenth Century**

Unit 5   The Periodical Essay in the 18th Century

Unit 6   Richard Steele: "Judicious Flattery", "Recollections of Childhood"

Unit 7   Joseph Addison: "The Aim of Spectator", "Meditations at Westminster Club"

Unit 8   Oliver Goldsmith: "On National Prejudice", "The Man in Black"

Block III   **English Prose: From Johnson to Ruskin**

Unit 9   Dr. Johnson: "Letter to Lord Chesterfield"

Unit 10   Charles Lamb: " Poor Relations" and William Hazlitt: "On Going a Journey"

Unit 11   R.L. Stevenson: "An Apology for Idlers", "A Gossip of Romance"

Unit 12   J.S. Mill: "Liberty"

Block IV   **English Prose : The Modern Age**

Unit 13   G.K. Chesterton: "A Piece of Chalk", "On the Pleasures of No Longer Being Young"

Unit 14   A.G. Gardiner: "On the Rules of the Road", "On Superstitions"

Unit 15   J.B. Priestley: "On Doing Nothing", "First Show"

Unit 16   Aldous Huxley: "Selected Snobberies", E.V. Lucas: "A Funeral"

MAEN- 105 (N)

Research Methodology

Block I   Introduction to Research

Unit 1 Meaning, Nature, Objectives, Utility of Research

Unit 2 Types and Methods of Research

Unit 3 Classification of Research on the basis of Application

Unit 4 Research Ethics and Empiricism

Block II Literary Research

Unit 5   Catherine Belsey: *"Textual Analysis as a Research Method"*

Unit 6   David Johnson: "Literary Research and Interdisciplinarity*"*

Unit 7   Literature Review Process and Formulation of Research Question

Unit8   Literary Approaches: Formalist, Comparative and Psychological Feminist, Historicist
and New Historicist

Block III   Steps of Research

Unit 9   Formulation of a Research Problem

Unit 10   Preparing Research Design and Study Design

Unit 11   Developing Data Collection Instruments

Unit 12   Writing a Research Proposal and Research Report

Block IV Use of ICTs in Research

Unit 13 Use of Computer Application in Research

Unit 14 SPSS and Data Analysis

Unit 15 Citation, References and Bibliography

Unit 16 Plagiarism

MAEN-106 (N)

British Poetry: From Romantic to The Modern Age

MAEN-107 (N)

Modern British Drama

Block I	**G.B. Show :***Pygmalion*
Unit 2	Introduction to Realism
Unit 3	G.B. Shaw as a Dramatist
Unit 4	G.B. Shaw :*Pygmalion*
Block II	**T.S. Eliot : *Murder In The Cathedral***
Unit 5	Introduction to Revival of Poetic Drama
Unit 6	T.S. Eliot as Dramatist
Unit 7	T.S. Eliot : *Murder in The Cathedral*
Block III	**John Galsworthy: *Justice*.**
Unit 8	Introduction to Drama of Ideas
Unit 9	Galsworthy as a Dramatist
Unit 10	Galsworthy: *Justice*
Block IV	**Samuel Beckett: *Waiting For Godot***
Unit 11	Introduction to the Theatre of The Absurd
Unit 12	Samuel Beckett as a Dramatist
Unit 13	Samuel Beckett: *Waiting for Godot*
Block V	**John Osborne : *Look Back In Anger***
Unit 14	John Osborne: Introduction Kitchen Sink Drama
Unit 15	John Osborne as a Dramatist
Unit 16	John Osborne: *Look Back in Anger*

MAEN-108 (N)

Major Trends and Movements in English Literature-I

Block -I: Anglo-Saxon Period to the Age of Chaucer

Unit 1   Evolution of English Language and Literature

Unit 2   First known Generation of Poets and their Poetry

Unit 3   Literature of the Anglo-Norman Period

Unit 4   Chaucer and his Contemporaries

Block -II: Renaissance and Elizabethan Period

Unit 5   Renaissance and Reformation

Unit 6   Evolution of Drama and University Wits

Unit 7   Shakespeare and His Works

Unit 8   Edmund Spenser, Philip Sydney, Ben Jonson and Other Important Writers

Block -III: Jacobean and Puritan Age

Unit 9   Jacobean Drama

Unit 10   Metaphysical Poets Cavalier and Caroline Poets

Unit 11   Francis Bacon and Other Prose Writers

Unit 12   Puritan Movement and Poets

Block -IV: Restoration and Neo-classical Age

Unit 13   Restoration Drama

Unit 14   Neo-Classical Age and Literature

Unit 15   Periodical Essays and Essayists

Unit 16   Rise of Novel and Important Novelists

MAEN-109 (N)
Literary Criticism and Theories

MAEN-110 (N)

Viva- voce

MAEN-111 (N)
American Literature

Block I Introduction to American Literature

Unit 1   The Puritans Contexts

Unit 2   The Puritans as Literary Artists

Unit 3   Renaissance of American Literature

Unit 4   Transcendentalism and American Modernism

Block II   Poetry

Unit 5   Introducing *American Poetry*

Unit 6   R.W. Emerson *:* 'Brahma' and Walt Whitman :'When Lilacs Last in the Dooryard Bloomed'

Unit 7   Emily Dickenson : 'A Bird Came Down the Walk', and Robert Frost : 'Stopping by Woods on Snowy Evening'

Unit 8   Wallace Stevens: 'Thirteen Ways of Looking at Black Bird' and Sylvia Plath : 'Daddy'   ,

Block III   Novel

Unit 9   Introducing Earnest Hemingway

Unit 10   Earnest Hemingway : *Old Man and the Sea*

Unit 11   Introducing Mark Twain

Unit 12   Mark Twain : *The Adventures of Huckleberry Finn*

Block IV   Drama

Unit 13   Introducing Arthur Miller

Unit 14   *Death of Salesman*

Unit 15   Introducing Eugene 'O' Neil

Unit 16   *The Emperor Jones*

MAEN-112 (N)
English Language and Linguistics

Block I   **History of English Language & Linguistics**

Unit 1   Nature and Scope of English Language, Origins of English Language, Definition of English language, Characteristics of English language

Unit 2   Functions and Features of English Language

Unit 3   Evolution of English Language

Unit 4   Linguistics : Definition , Nature and Scope

Block II   **English Phonetics and Phonology I**

Unit 5   Organs of Speech: Respiratory System, Phonetory System and Articulatory System, The Description and Position of Vowels: Monophthong and Diphthong, Vowel Diagram

Unit 6   The Description of Consonants: Place of Articulation : Voiced and Voiceless Sounds, Oral and Nasal Sounds, Manner of Articulation: Strictures involved

Unit 7   Phonetic Transcription and Phonology, International Phonetic Alphabet, Types of Phonetic Transcription, Phonetics and Phonology

Block III   **English Phonetics and Phonology II**

Unit 8   Word Accent, Stress and Rhythm , Primary Accent, Secondary Accent. Kinds of Rhythm. Weak- Forms, Contracted Form, Juncture and Liaison.

Unit 9   The Syllable: Division of Words into Syllable, The Structure of Syllable, Syllabic Consonant. Types of syllable, Tonic Syllable

Unit 10   Intonation: The Form and Functions of Intonation in English, Use of Tone Falling, Rising , Falling- Rising , Rising- Falling,

Block IV   **English Language and Linguistics : Morphology**

Unit 11   Morpheme and Morphology

Unit 12   Word Formation : Inflectional and Derivational

Unit 13   Content and Structure Words , Vocabulary and Diction, Denotation and Connotation

Block V   **Syntax**

Unit 14   Phrase : Pre and Post Modifier, Dangling Modifier

Unit 15   Verb Phrase: Tense, Auxiliaries, Modals.

Unit16   Clause: Noun, Adjective, Adverbial , Sentence: Seven Basic Sentence Pattern, Infinitive and Participle, Adjuncts, Conjuncts and Disjuncts

MAEN-113 (N)

Indian Literature in English (Poetry and Drama)

Block I   **Poetry (A)**

Unit 1   Background to Indian English Poetry

Unit 2   Toru Dutt :'Sita', 'The Lotus' and R. N. Tagore*: ' Gitanjali'* (Sections : 1,10,11)

Unit 3   Sri Aurobindo :'Savitri Canto I','Symbol of Dawn'

Unit 4   Sarojini Naidu :Indian Weavers, Radha the Milkmaid

Block II   **Poetry (B)**

Unit 5   Nissim Ezekiel :Philosophy , Enterprise and Kamla Das :'Introduction', 'A Hot
                 Noon in Malabar'

 Unit 6   A.K. Ramanujan: *'*Small-Scale Reflections on a Great House'

Unit 7   Jayant Mahapatra: 'Dawn at Puri'

Unit 8   Arun Kolatkar :'The Priest'

Block III   **Drama : Girish Karnad- *Hayavadan***

Unit 9   Introduction to Indian English Drama

Unit 10   *Hayavadan:* Impact of Folk Tradition

Unit 11   Plot Construction and Characterization

Unit 12   Narrative Technique in Hayavadan

Block IV   **Drama : Mahesh Dattani – *Tara***

Unit 13   An Introduction to The Modern Drama in English

Unit 14   Mahesh Dattani as a Dramatist

Unit 15   Plot Construction and Characterization

Unit 16   Narrative Techniques in Tara

MAEN-114 (N)

Major Trends and Movements in English Literature-II

Block -I: The Romantic Period

Unit 1 Romanticism— Origin and Development of the Literary Movement ,

Socio-Political and Cultural Context

Unit 2 Poets and Poetry of the Period

Unit 3 Novelists and Novels of the Romantic Period

Unit 4   Important Literary Trends and Texts

Block -II: The Victorian Age

Unit 5 Socio-Political and Cultural Background

Unit 6 Major Victorian Poets—Early and Later Victorian Poets

Unit 7 Major Victorian Novelists

Unit 8   Important Literary Trends and Texts

Block -III: The Modern English Literature

Unit 9   Socio-Political, Aesthetic and Cultural Background

Unit 10 Major Modern Poets

Unit 11   Modern Playwrights and Novelists

Unit 12 Important Literary Trends and Texts

Block -IV: Postcolonial Literature

Unit 13 Post Colonialism— Socio-Political, Cultural and Literary Background

Unit 14 Major Postcolonial Writers and Theorists

Unit 15 Feminism, Post- Modernism and Post- Structuralism

Unit 16 Literary Trends and Texts

MAEN -115 (N)

Project\ Research Work

MAEN-116 (N)

Indian Literature in Translation

Block I   **Introducing Indian Literature in Translation**

Unit 1   Introducing Literatures of India

Unit 2   Indian Literature in Modern Period

Unit 3   Survey of Indian Literature in Translation

Block II   **U.R. Ananthamurthy:** *Samskara*

Unit 4   Intrducing U.R. Ananthamurthy

Unit 5   *Samskara :* Title, Theme and Characterization

Unit 6   *Samskara* : Structure and Technique

Block III   **Premchanda :***Godan*

Unit 7   Introducing Premchanda

Unit 8   *Godan* :Title , Theme and Characterization

Unit 9   *Godan* :Structure and Technique

Block IV   **Mohan Rakesh:** *One Day Ashadh*

Unit 10   Introducing Mohan Rakesh

Unit 11   *One Day Ashadh* : Title ,Theme and Characterization

Unit 12   Structure and Technique

Block V   **Short Story and Poetry**

Unit 13   Mahasweta Devi : *Salt* (*Noon*: Bangla)

Unit 14   Nirmal Verma :*Birds* (*Parinde*: Hindi)

Unit 15   Haribhajan Singh :'*Tree and The Sage'* (*Rukh Te Rishi*: Punjabi)

Unit 16   Raghuvir Sahay :'*The Stare'* (*Taktaki*: Hindi)

MAEN-117 (N)

Indian Literature in English(Prose, Fiction and Short Story)

Block I   Prose

Unit 1   Introduction to Non-Fictional Prose

Unit 2   Mahatma Gandhi :*Hind Swaraj (What is Swaraj Chapter IV, Civilization VI*

Unit 3   Nirad C. Chaudhary :*A Passage to England*

Unit 4   Anand Coomaraswamy :*The Dance of Shiva*

Block II   Fiction : Mulk Raj Anand , Anita Desai

Unit 5   A Short History of Indian English Novel

Unit 6   Mulk Raj Anand : An Introduction

Unit 7   Mulk Raj Anand :*Untouchable*

Unit 8   Anita Desai : An Introduction

Unit 9   Anita Desai :*Fire on the Mountain*

Block III   The Short Story (A)

Unit 10   Introduction to The Short Story

Unit 11   M.R. Anand as a Short Story Writer

Unit 12   M.R.Anand : *My Lost Child*

Unit 13   R.K. Narayan as a Short Story Writer

Unit 14   R.K. Narayan: *Under the Banyan Tree*

Block IV   The Short Story (B)

Unit 15   Anita Desai : The Farewell Party

Unit 16   Subhadra Sen Gupta : Good boy

Unit 17   Ruskin Bond: The Blue Umbrella, Times Stops at Shamli

Block –I : Introduction

Unit- 1 : Introduction to Dalit Literature

Unit -2 Dalit Literature as Critique of caste system ,Dalit Consciousness

Unit -3 Emergence of literature of resistance and Dalit Aesthetics

Block –II : Autobiography

Unit 4 Om Prakash Valmiki's *Joothan: An Untouchable's Life*

Unit 5   Sharan kumar Limbale's Akkarmashi

Unit 6   Bama's Karukku

Block -III: Novel and Short Stories

Unit 7 G. Kalyana Rao's *Untouchable Spring*

Unit 8 Bandhumadhav's "The Poisoned Bread"

Unit 9 Shyamal Kumar Pramanik's "Survival"

Block -IV: Poetry

Unit 10 Namdeo Dhasal's "Hunger"

Unit 11 Challapali Swarupa Rani's "Wild Flower"

Unit 12 M.R. Renu Kumar's "The Poisoned Fruit"

Unit 13 Bama's "The Scent of Mother"

MAEN-120 (N)

Viva -Voce

<div align="center">

In accordance with NEP-2020
Syllabus Structure M.A. Urdu (MAUR)
In Accordance NEP 2020

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Semester/ Year	Course Code	Title of Course	Credit	Marks
Ist Year Iˢᵗ Semester	MAUR-101 N	Urdu Ghazal	4	70+30 =100
	MAUR-102 N	Urdu Zaban-0-Adab ki Tareekh	4	70+30 =100
	MAUR-103 N	Jadeed Urdu Nazm	4	70+30 =100
	MAUR-104 N	Prem Chand (Tafseeli Mutala)	4	70+30 =100
	MAUR-105 N	**Tahqeeq ka Tareeq-e-kaar**	4	70+30 =100
Total Credits for Iˢᵗ Semester			**20**	**500**
IIⁿᵈ Semester	MAUR-106 N	Afsana aur Novel	4	70+30 =100
	MAUR-107 N	Dastaan aur Drama	4	70+30 =100
	MAUR-108 N	Ghair Afsanvi Adab	4	70+30 =100
	MAUR-109 N	Ghalib (Tafseeli Mutala)	4	70+30 =100
	MAUR-110 N	**Literary Survey/ Project Work**	4	100
Total Credits for Iˢᵗ Semester			**20**	**500**
IInd Year IIIʳᵈ Semester	MAUR-111 N	Qaseeda -o-Marsiya	4	70+30 =100
	MAUR-112 N	Masnavi -o- Rubaii	4	70+30 =100
	MAUR-113 N	Urdu Tanqeed	4	70+30 =100
	MAUR-114 N	Sir Syed Ahmad Khan (Tafseeli Mutala)	4	70+30 =100
	MAUR-115 N	**Literary Survey/ Project Work**	4	100
Total Credits for Iˢᵗ Semester			**20**	**500**
IVᵗʰ Semester	MAUR-116 N	Urdu Tarjama Nigari	4	70+30 =100
	MAUR-117 N	Iblaghiyat	4	70+30 =100
	MAUR-118 N	Taraqqi Pasand Adab	4	70+30 =100
	MAUR-119 N	Allama Iqbal (Tafseeli Mutala)	4	70+30 =100
	MAUR-120 N	**Viva Voce**	4	100
Total Credits for Iˢᵗ Semester			**20**	**500**
Grand Total Credits/ Max. Marks			**80**	**2000**

Course Code: MAUR-101N	Course Title:, Urdu Ghazal

Block 1	**Duccan meiN Urdu**
Unit I	Ghazal ki Tareef, fanni khusoosiyat aur Aaghaz-o- Irteqa
Unit II	Mohammad Quli Qutub Shah; Hayaat aur ghazal goii, Ibtedaii 3 ghazleiN (Muntakhab ghazlein, Uttar Pradesh Urdu Academy)
Unit III	Wali Duccani. Hayaat aur Ghazal goii, ghazal no.1,3aur(Muntakhab ghazlein, Uttar Pradesh Urdu Academy)
Unit IV	Siraj Aurangabadi. Hayaat aur Ghazal goii, Ibtedaii 3 ghazleiN(Muntakhab ghazlein, Uttar Pradesh Urdu Academy)
Block 2	**Lucknowi Shoa'ra**
Unit V	Meer Taqi Meer; Hayaat aur Ghazal goii, ghazal no.1,2,3,8,9 aur 11(Muntakhab ghazlein, Uttar Pradesh Urdu Academy)
Unit VI	Khwaja Meer Dard; Hayaat aur Ghazal goii, ghazal no.1,5 aur 7(Muntakhab ghazlein, Uttar Pradesh Urdu Academy)
Unit VII	Khwaja Haider Ali 'Aatash'; Hayaat aur Ghazal goii, ghazal no.1,5 aur 7 (Muntakhab ghazlein, Uttar Pradesh Urdu Academy)
Unit VIII	Nasikh; Hayaat aur Ghazal goii, ghazal no.1, aur 2(Muntakhab ghazlein, Uttar Pradesh Urdu Academy)
Block 3	**Urdu Ghazal Lucknow se bahar**
Unit 1X	Momin KhaN Momin; Hayaat aur Ghazal goii, ghazal no.1, 2 aur 5 (Muntakhab ghazlein, Uttar Pradesh Urdu Academy)
Unit X	Asasdullah Khan Ghalib; Hayaat aur Ghazal goii, ghazal no.1, 2, 3, 5 aur 7 (Muntakhab ghazlein, Uttar Pradesh Urdu Academy)
Unit X1	Shaad Azeemabadi; Hayaat aur Ghazal goii, ghazal no.1, 5, 6 aur 7 (Muntakhab ghazlein, Uttar Pradesh Urdu Academy)
Unit X11	Allama Iqbal; Hayaat aur Ghazal goii, ghazal no. 5, 14 aur 16 (Muntakhab ghazlein, Uttar Pradesh Urdu Academy)
Block 4	**Jadeed Ghazalgo-1**
Unit X111	Fani Badayuni; Hayaat aur Ghazal goii, ghazal no. 5, 2 aur 3 (Muntakhab ghazlein, Uttar Pradesh Urdu Academy
Unit X1V	Hasrat Mohani Hayaat aur Ghazal goii, ghazal no. 2, 3 aur 5 (Muntakhab ghazlein, Uttar Pradesh Urdu Academy
Unit XV	Asghar Gondvi; Hayaat aur Ghazal goii, ghazal no. 5, 3 aur 13 (Muntakhab ghazlein, Uttar Pradesh Urdu Academy. Hayaat aur shamil-e- nisab ghazloN ka mutala
Unit XV1	Jigar Muradabadi; Hayaat aur Ghazal goii, ghazal no. 5, 2 aur 3 (Muntakhab ghazlein, Uttar Pradesh Urdu Academy
Block 5	**Jadeed Ghazalgo-2**
Unit XV11	Firaq Gorakhpuri; Hayaat aur Ghazal goii, ghazal no. 1, 2, 5 aur 7 (Muntakhab ghazlein, Uttar Pradesh Urdu Academy
Unit XV111	Faiz Ahmad Faiz; Hayaat aur Ghazal goii, ghazal no. 1, 2, 3 aur7 (Muntakhab ghazlein, Uttar Pradesh Urdu Academy
Unit X1X	Nasir Kazmi aur Khaleelur Rahman Azmi kiGhazal goii ka Tanqeedi Mutala Hayaat aur shamil-e- nisab ghazloN ka mutala

Course Code: MAUR-102N	Course Title: Urdu Zaban-o-Adab ki Tareekh
Block 1	**Urdu Zaban ka ibtida**
Unit I	Urdu Zaban ke aaghaz-o- Irteqa se Mut'alliq Mukhtalif Nazariyat
Unit II	Urdu Zaban ke aaghaz-o- Irteqa se Mut'alliq Mukhtalif Nazariyat
Unit III	Urdu Zaban aur uski ahem boliyN
Unit IV	Duccani Urdu ki Lisani khsoosiyat
Block 2	**Mukhtalif Ahd meiN urdu Ka Irteqa**
Unit V	Urdu ki Nasho-o- numa meiN sufiya-e- Karam khidmaat
Unit VI	Qutub Shahi daur meiN Urdu Adab
Unit VII	Aadil Shahi daur meiN Urdu Adab
Unit VIII	Shumali Hind meiN Urdu Shayri
Block 3	**Urdu ki Taraqqi mein Mukhtalif Tehreekat ki Khidmaat-1**
Unit 1X	Dehli ka Dabistan-e- shayri
Unit X	Lucknow ka Dabistan-e- shayri
Unit XI	Fort William College ki Adbi Khidmat
Unit XII	Dehli College ki Urdu Khidmat
Unit XII1	Anjuman-e- Punjab ki Tehreek
Block 4	**Urdu ki Taraqqi mein Mukhtalif Tehreekat ki Khidmaat-2**
Unit X1V	Aligarh Tahreek
Unit XV	Taraqqi Pasand Tahreek
Unit XV1	Halqa-e- Arbab-e- Zauq
Unit XV11	Jadeediyat-o- Ma Bad-e- Jadeediyat
Unit XV111	Tehreek-e- Aazadi meiN Urdu Adab ka Hissa

Course Code: MAUR-103N	Course Title: Jadeed Urdu Nazm
Block 1	**Nazm ka Aaghaz-o- Irteqa**
Unit I	Urdu Nazm ka Aaghaz-o- Irteqa
Unit II	Jadeed Urdu Nazm ka Fan aur Khusoosiyat
Unit III	Jadeed Urdu Nazm ki Mukhtalif HayyateiN
Block 2	**Nazm Nigar aur unki NazmoN ka Mutala**
Unit IV	Nazeer Akbarabadi; Hayaat ShakhsiyaKarname aur Nazm Nigari Muflisi aur Banjaranama ka Tajziyati Mutala
Unit V	Khwaja Altaf Husain Haali; Hayaat, Karname, Nazm Nigari; Marsiya -e- Dilli aru Barkha rut ka Tajziyati Mutala
Unit VI	Akbar Ilahabdi; Hayaat Shakhsiya aur Nazm Nigari; Madarsa Aligarh Mustaqbil Mustaqbil ka Tajziyati Mutala
Unit VII	Allama Iqbal: Hayaat, Karname aur Nazm Nigari; Lenin Khuda ke Huzoor mein aur Khizr-e- Raah ka Tajziyati Mutala
Unit VIII	Suroor Jahanabadi: Hayaat Shakhsiya aur Nazm Nigari; Be sabati-e- Duniy aur Ber Bahooti ka Tajziyati Mutala
Unit 1X	Brij Narayan Chakbast: Hayaat aur Nazm Nigari. Nazm Ramayan ka Ek Seen aur Kashmir ka Tajziyati Mutala
Unit X	Josh Maleehabadi; Hayaat Nazm Nigari; Albeli Subh aur Kisan ka Tajziyati Mutala
Block 3	**Taraqqi Pasand Nazm Nigar Shora**
Unit XI	Taraqqi Pasand Nazm Aur Urdu Nazm Nigari
Unit XII	Faiz Ahmad Faiz: Hayaat aur Nazm Nigari; Subh-e- Azadi, Nisar main Teri Galiyon pe ka Tajziyati Mutala
Unit XII1	Ali Sardar Jafri; Hayaat aur Nazm Nigari ki Khusoosiyat; Tum Nahin aaye the jab ka Tajziyati Mutala
Unit XIV	Makhdoom; Hayaat aur Nazm Nigari ki Khusoosiyat; Chand TaaroN ka Ban aur Charagar ka Tajziyati Mutala
Block 4	**Halqa-e- Arbab-e- Zauq**
Unit XV	Halqa-e- Arbab-e- Zauq ki Nazm nigari ka Tajziyati Mutala
Unit XV1	Meera ji: Hayaat aur Nazm Nigari ki Khusoosiyat. Nazm Clerk ka Naghma-e- Mohabbat ka Tajziyati Mutala
Unit XV11	Noon Meem Rashid: Hayaat aur Nazm Nigari ki Khusoosiyat. Dareeche ke Qareeb aur Namrood ki Khudaai ka Tajziyati Mutala
Unit XV111	Akhtarul Iman: Hayaat aur Hayaat aur Nazm Nigari ki Khusoosiyat. Nazm Ek Ladka aur YadeiN ka Tajziyati Mutala
Unit X1X	Sahir Ludhiyanvi; Hayaat aur Nazm Nigari ki Khusoosiyat. Nazm Taj Mahal aur Jashn-e- Ghalib ka Tajziyati Mutala

Course Code:MAUR-104	Course Title: Prem Chand (Tafseeli Mutala)
Block 1	**Prem Chand ka Ahd**
Unit I	Prem Chand ka ahd; samaji-o-siyasi bedari ka Aaghaz
Unit II	Prem Chand; Savaneh, Shakhsiyat aur Halaat-e- Zindagi
Unit III	Prem Chand ke ahd ki Qaumi aur Islahi TehreekeiN
Unit IV	Prem Chand par mukhtlif tahreekoN ke asaraat
Block 2	**Prem Chand ki Novel nigaari**
Unit V	Prem Chand ba-haisiyat novel nigaar
Unit VI	Nirmala ka tanqeedi mutala
Unit VII	Gaudaan ka tanqeedi-o- Tajziyati mutala
Block 3	**Prem Chand ki Afsana nigaari**
Unit VII1	Prem Chand ba-haisiyat afsana nigaar aur unki afsana nigaari ke mukhtalif advaar
Unit V1X	Urdu afsane par Prem Chand ke asaraat
Unit X	Afsana Bade Ghar ki Beti, Eidgaah aur Kafan ka Tajziyati mutala
Unit X1	Prem Chand ki Zabaan aur Asloob
Block 4	**Ghair Afsanvi TehreereiN**
Unit X11	Prem Chand ki Drama Nigari
Unit X111	Prem Chand ki Sahafat Nigari
Unit X1V	Prem Chand ke mazameen
Unit XV	Prem Chand ke khutoot aur Idariye
Unit XV1	Deegar Afsana NigaroN par Prem Chand ke Asaraat

Course Code: MAUR-105N	Course Title: Tahqeeq ka Tareeq -e-kaar
Block 1	**Tahqeeq ke Usool**
Unit 1	Mabadiyat-e- Tahqeeq : tahqeeq o tanqeed ka bahami rishta
Unit II	Tahqeeq ki tareef, ahmiyat aur ifadiyat
Unit III	Tahqeeq ka fun aur aaghaz o irtiqa
Unit IV	Tahqeeq ke usool aur tareeq-e- kar
Unit V	TazkaroN mein tahqeeqi anasir
Block 2	**Tahqeeq-o-Tadveen**
Unit VI	Urdu mein tahqeeq o tadween ki riwayat
Unit VII	Tadween-e- matn: usool o masael
Block 3	**Urdu ke ahem mohqiqeen(alif)**
VIII	Haali aur Shibli
IX	Molvi Abdul Haq aur Imtiyaz Ali Arshi
X	Hafiz Mahmood sharani aur Qaazi Abdul Wadood
Block 4	**urdu ke ahem mohqiqeen(Ba)**
XI	Rasheed Hasan Khan
XII	Hanif Naqvi
XIII	Gyan Chand Jain

Course Code: MAUR-106N	Course Title: Afsana aur Novel
Block 1	**Ahem Novel Nigaar aur unke Numainda Novel**
Unit 1	Novel ki Tareef, Urdu Novel ka aaghaz-o- irteqa aurAjza-e- tarkeebi
Unit II	Dipti Nazeer aur Taubatunnasooh
Unit III	Abdul Haleem Sharar aur Firdaus-e- BareiN
Unit IV	Mirza Hadi Ruswa aur Umrao Jaan
Unit V	Prem Chand aur Maidan-e- Amal
Unit VI	Qurrat-ul-ain Haider aur Aag ka Dariya
Unit VII	Rajinder Singh Bedi aur Ek Chadar Maili si
Unit VIII	Ismat Chughtai aur Tedhi Lakeer
Unit IX	Anees Ashfaque aur Khwab Saraab
Block 2	**Ahem Afsana Nigaar aur unke Numainda Afsane**
Unit X	Afsana ki Tareef, Urdu Afsane ka Aaghaz-o- irteqa aur Ajza-e- tarkeebi
Unit XI	Prem Chand aur Amawas ki Raat
Unit XII	Krishn Chander aur Maha Lakshmi ka pul
Unit XIII	Sa'aadat Hasan Manto aur Naya Qanoon
Unit XIV	Rajinder Singh Bedi aur Apne Dukh Mujhe De do
Unit XV	Ismat Chughtai aur Do Hath
XVI	Hayatullah Ansari aur Dhaii ser Aata
XVII	Qurratulain Haider aur ye Ghazi ye tere Pur Asraar Bande
XVIII	Taoos Chaman ki Maina aur Professor Naiyar Masood

Course Code: MAUR-107N	Course Title: Dastaan aur Drama
Block 1	**Ahem Dastaan Nigaar aur unke Numainda Dastanvi Tasaneef**
Unit I	Dastan ki Tareef, Mauzuaat, Ajza-e- tarkeebi aur Dastan nigari ka Irteqa
Unit II	Dastan: Tahzeebi Anasir aur urooj-o- zawal
Unit III	Mulla wajhi aur Sab Ras
Unit IV	Meer Amman Dehlvi aur Bagh-o- Bahaar
Unit V	In sha Allah KhaN Insha aur Rani Ketki ki kahani
Unit VI	Rajab Ali Beig Suroor aur Fasana-e- Ajayeb
Unit VII	Ratan Nath Sarshar aur Intekhab-e- Fasana-e- Aazad
Unit VIII	Abdul Haleem Sharar aur Firdaus-e- BareiN
Block 2	**Ahem Drama Nigaar aur unke Numainda Drame**
Unit IX	Drama ki Tareef aur Ajza-e- tarkeebi aur Urdu drame ka pas-e- Manzar, Irteqa aur Soorat-e-haal
Unit X	Urdu meiN manzoom Drame ki Rivayat
XI	Amant aur Indar Sabha
XII	Agha Hashr aur Silver King
XIII	Imtiyaz Ali Taj aur Anarkali
Unit XIV	Mohammad Mujeeb aur Aazmayish
Unit XV	Habeeb Tanveer aur Agra Bazaar
Unit XVI	Mohammad Hasan aur Zahaak

Course Code: MAUR-108N	Course Title: Ghair Afsainvi Adab

Block 1	Khaka
Unit I	Khaka nigari ka fan, Urdu meiN Khaka nigari ka aaghaz-o-irteqa
Unit II	Farhatullah Beig ki khaka nigari
Unit III	Abdul Haq aur Naamdev Mali
Block 2	Inshaiya
Unit IV	Inshaiya ka fan, Buniyadi khusoosiyat mazmoon aur maqala ka Bahmi Rishta
Unit V	Mohammad Husain Aazad ki inshaiya nigari aur Nairang-e-Khayal
Unit VI	Khwaja Hasan Nizamiinshaiya nigari aur Seepara e dil
Block 3	Savaneh Nigari
Unit VII	Urdu meiN Savaneh nigari ki Riwayat
Unit VIII	Haali ki Savaneh nigari (Yaad gaar-e-Ghalib ke Hawale se)
Unit IX	Shibli ki Savaneh nigari (Alfarooque ke Hawale
Block 4	khutoot Nigari
Unit X	Khutoot Nigari ka fan aur Urdu mein Maktoob nigari ka aaghaz-o-irteqa
Unit XI	Khtoot-e- Ghalib ek jayeza
Unit XII	Abul Kalam Aazad aur Ghubar-e- Khatir
Block 5	Tanz o Mazah
Unit XIII	Tanz-o- Mazah ka fan aur aaghaz-o-irteqa
Unit XIV	Rasheed Ahmad Siddiqui ba-hasiyat tanz-o- mazah nigar (Mazameen-e- Rasheed ke Khusoosi Hawale se
Unit XV	Mushtaque Ahmad Yusufi ba-hasiyat tanz-o- mazah nigar (Chragh Tale ke Khusoosi Hawale se
Unit XVI	Urdu Nazm mein Tanz-o- Mazah ki Riwayat; Akbar Ilahabadi ke Hawale se

Course Code: MAUR-109N	Course Title: Ghalib (Tafseeli Mutala)
Block 1	**Ghalib**
Unit I	Ghalib ka ahd swanhi kawaif aur shakhsiyat
Unit II	Ghalib se qabl Dehli mein urdu shairi ki riwayat
Unit III	Ahad e Ghalib ke ahem shoara
Block 2	Ghalib ba haisiyat Shayar
Unit IV	Ghalib ba-hasiat ghazal go shayar
Unit V	Ghalib ke qasaid
Unit VI	Ghalib ki ghazal goi; fan aur jiddat pasandi
Block 3	Ghalib ba-hasiat nasr nigaar
Unit VII	Ghalib ke mkatib (urdu-e mualla)
Unit VIII	Dastumbu tarjuma : Makhmoor Saeedi
Unit IX	Ghalib ba-hasiat moarrikh
Block 4-	Naqideen Ghalib
Unit X	Agha Mohammad Baqar (Bayan e Ghalib, sharah Diwan
Unit XI	Shamsur Rehman Farooqi (Tafheem e Ghalib)
Unit XII	Ghalib ki pachees ghazlon ka tanqeedi o tajzyati mutala alif radeef ki ibtidayi paanch ghazlain noon radeef ki ibtidayi paanch ghazlain kaaf radeef ki ibtidayi paanch ghazlain wao radeef ki ibtidayi paanch ghazlain ya radeef ki ibtidayi paanch ghazlain

Course Code: MAUR-111N	Course Title ; Qaseeda-o-Marsiya
Block I	**Qaseeda**
Unit I	Qaseede ke Lughvi-o- Istelahi Mani aur uska fan: (Ajza-e- tarkeebi aur Qaseede ke Aqsam)
Unit II	Urdu meiN Qaseeda Nigari ki Riwayat
Unit III	Mirza Mohammad Rafi Sauda Hayaat aur Qaseeda nigari….Uth gaya Bahman-o-dai ka…
Unit IV	Sheikh Ibraheem Zauq: Hayaat aur Qaseeda nigari…Zahe Nishat agar kijiye usey Tahreer…
Unit V	Mirza Ghalib: Hayaat aur Qaseeda nigari… Dahr juz jalwa-e- yaktai-e- Mashooq nahiN…
Unit VI	Mohsin Kakorvi: Hayaat aur Qaseeda nigari… simt-e- Kashi se chala…
Block I	**Marsiya**
Unit VII	Marsiye ki Tareef, Ajza-e- tarkeebi aur Aqsam
Unit VIII	Marsiya ki Khusoosiyaat aur Urdu Marsiya Nigari ka Aaghaza-o- Irteqa
Unit IX	Anees: Hayaat aur Marsiya nigari, shamil-e- nisab marsiya ka Tanqeedi mutala… Namak-e-khwan-e- Takallum hai…
Unit X	Dabee: Hayaat, Marsiya nigari, shamil-e- nisab marsiya ka Tanqeedi mutala… Dast-e- Khuda ka quwat-e- Baazu Husain…
Unit XI	Anees-o- Dabeer ka Taqabuli Mutala
Unit X II	Jadeed Marsiya
Unit XIII	Marsiya goii ke Mazhabi, Tahzeebi aur Samaji Moharrikkat

Course Code: MAUR-112N	Course Title: Masnavi-o- Rubaii
Block I	**Block: 1 Masnavi**
Unit I	Masnavi ka fan… Haiyat aur Ajza-e- Tarkeebi—Deegar asnaf e Sukhan se imtiyaz
Unit II	Urdu masnavi nigari ka Aaghaza-o- Irteqa (Duccan-o-Shumal ke Khusoosi Hawale se
Unit III	Mulla Wajhi: Hayaat, Adbi Karname aur Qutub Mushtari
Unit IV	Meer Asar: Hayaat, Adbi Karname aur Khwab-o- Khayal ka Jayeza
Unit V	Meer Hasan: Hayaat, Adbi Karname aur Sehrul Bayaan ka Khusoosi Mutala
Unit VI	Pandit Daya Shankar Naseem ki masnavi Gulzar-e- Nseem ka ijmali Jayza
Block 2	**Rubaii**
Unit VII	Rubaii ka fan, Khusoosiyat aur Aaghaz-o- Irteqa / Rubai ki Tareef aur uski fanni khusoosiyat
Unit VIII	Urdu meiN Rubaii goii ka Aaghaza-o- Irteqa
Unit IX	Haali: Hayaat aur Rubaii goii
Unit X	Yaas Yagana Changezi: Hayaat aur Rubaii goii
Unit XI	Meer Anees: Hayaat aur Rubaii goii
Unit X II	Akbar Ilahabadi: Hayaat aur Rubaii goii
Unit XIII	Amjad Hyderabadi: Hayaat aur shamil aur Rubaii goii
Unit XIV	Firaq Gorakhpuri: Hayaat aur Rubaii goii
Unit XV	Ahem Rubaii go Shora ki Rubaii goii ka ijmali jayeza

Course Code: MAUR-113N	Course Title: Urdu Tanqeed

Block I	**Tanqeed (Aaghaz-0- Irteqa)**
Unit I	Tanqeed ka Mafhoom, fan aur Aaghaz-o- Irteqa
Unit II	TazkaroN meiN Urdu Tanqeed ke Anasir
Unit III	Mashriqui tanqeed
Unit IV	Urdu adab par maghrabi Tanqeed ke asaraat (Aflatoon Arastu aur Eliot ke khusoosi Hawale se
Block 2	**Mukhtalif Tanqeedi Dabistan**
Unit V	Nafsiyati tanqeed aur Scientific tanqeed
Unit VI	Tassurati, Jamaliyati aur Roomani tanqeed
Unit VII	Marxi/Taraqqi pasand aur Samajiyati tanqeed
Unit VIII	Haiyati, usloobiyati aur sakhtiyati tanqeed
Block 3	**Numainda Naqideen aur unke Nazriyat**
Unit IX	Haali-o- Shibli ke tanqeedi nazariyat ka Tajziya
Unit X	Ehtesham Husain aur Mohammad Hasan Askari ke tanqeedi nazariyat ka Tajziya
Unit XI	Aal-e- Ahmad Suroor aur Kaleemuddin Ahmad ke tanqeedi nazariyat ka Tajziya
Unit XII	Shamsur Rahman Farooqui aur Gopi Chand Narang ke tanqeedi nazariyat

Course Code: MAUR-114N	Course Code: Sir Syed Ahmad Khan (Tafseeli mutala)
Block I savaneh	
Unit I	Sir Syed Ahmad Khan: savaneh aur Shakhsiyat
Unit II	Sir Syed Ahmad Khan ka ahd (Siyasi, Samaji aur moaashrati soorat-e- haal
Unit III	Sir Syed Ahmad Khan: Mulazmat aur safar-e- Inglistan
Unit IV	Sir Syed Ahmad Khan ki shakhsiyat ke numayaN pahloo
Block 2 **Tasaneef**	
Unit V	Sir Syed Ahmad Khan Moaasreen aur rufqa
Unit VI	Sir Syed Ahmad Khan ki tasneef Asbab-e- Baghavat-e Hind ka Tanqeedi Mutala
Unit VII	Sir Syed Ahmad Khan ki tasneef Aasar-us-sanadeed ka Tanqeedi jayeza
Unit VIII	Sir Syed Ahmad Khan ki tasneef Khutbat-e- Ahmadiya Tanqeedi-o- Tahqeeqi Mutala
Unit IX	Tahzeeb-ul-Akhlaque ka ijra aur uski samaji-o- adbi ahmiyat
Block 3 **tasavvuraat**	
Unit X	Sir Syed Ahmad Khan ki tasavvur-e- taleem Unit
Unit XI	Sir Syed Ahmad Khan ka tasavvur-e- sher-o- adab
Unit XII	Sir Syed Ahmad Khan ki siyasi-o- samaji khidmaat ka jayeza
Block 3 **Deegar Khidmaat**	
Unit XIII	Sir Syed Ahmad Khan ki Maqala nigari aur usloob-e- tahreer
Unit IV	Sher-o- adab par Sir Syed Ahmad Khan ke asaraat
Unit V	Aligarh tahreek aur Sir Sayed Ahmad Khan

Course Code: MAUR-116N	Course Title: Tarjama nigari
Block I	**Tarjame ka fan**
Unit I	Tarjame ka fan, Urdu meiN tarjme ki ahmiyat-o- riwayat
Unit II	Tarjame ke buniyadi Masayel, usool aur Nazriyat
Unit III	Nasri aur Manzoom Tarjame
Block2	**Tarjame ke Mukhtalif Aqsam**
Unit IV	Urdu mein ilmi, fanni-o-adbi tarajim ki ahmiyat-o-riwayat
Unit V	Urdu mein Daftari-o-qanooni-o- tarajim ki ahmiyar –o- riwayat
Unit VI	Urdu meiN sahafat tarjame ki riwayat-o-ahmiyat aur masayel
Unit VII	Urdu meiN sciency tarjame ki riwayat-o-ahmiyat aur masayel
Unit VIII	Urdu meiN mazhabi tarjame ki riwayat-o-ahmiyat aur masayel
Unit IX	Istalah sazi ke usool-o-masayel aur Makhtootat ke tarajim
Unit X	Urdu ke Mumtaz Idare (Ibteda ta haal)
Unit XI	Aalami satah par Tarjame ki Riwayat aur Aafaqiyat (Urdu ke Ibtedai Tarajim)
Unit XII	Urdu meiN Mafhoomiyati (semantic), Tarseeli (communicative), Matni tarajim (Textual Translation Hekai tarjame ki riwayat (Oral Tradition of Translation) ahmiyat aur itlaq
Unit XIII	Mutarjim (Translator) Tarjamakari (Translation) kafarq, Naql-e- tarjam (Transliteration) aur Infiradi Nauiyat ke Tarjame
Unit XIV	Urdu Tarjama ke Aqsam. Lisani masayel aur Imtiyazat

Course Code: MAUR 117N	Course Title: Iblaghiyat
Block I	**Iblaghiyat: Aaghaz-o- irteqa**
Unit I	Iblaghiyat ka fan, aaghaz-o- irteqa
Unit II	Akhbar naveesi ke usool
Unit III	Interview ki takneek
Block2	**Radio aur Television**
Unit IV	Radio ki Ibtedai Tareekh
Unit V	Radiyai nashriyat aur unki qismeiN
Unit VI	Television ki Ibtedai Tareekh
Unit VII	Television ki mukhtalif nashriyaat
Unit VIII	Television aur uski ahmiyat
Unit IX	Rabta-e-aamma, ishtiharaat aur nayi tarseeli technology
Block 3	**Idare**
Unit X	Akhbari ishtiharaat, Circulation, News AgenciyaN aur syndicate idare
Unit XI	Television Script Nigari
Unit XII	Cinema ek Moassir zariya-e-tarseel

Course Code: MAUR-118 N	Course Title: Taraqqi Pasand Adab (Tafseeli Mutala)
Block I	**Ta'aaruf**
Unit I	Taraqqi pasand tehreek ka tareekhi pas e manzar
Unit II	Taraqqi pasand tehreek ki fikri bunyadeiN
Unit III	Taraqqi pasand adab ka aaghaz o irtiqa
Block2	**Taraqqi pasand nasri adab**
Unit IV	Taraqqi pasand tehreek aur urdu novel (ijmali jaiza)
Unit V	Taraqqi pasand tehreek aur urdu afsana
Unit VI	Taraqqi pasand tehreek aur urdu drama
Unit VII	Taraqqi pasand tehreek, khaka nigari aur reportaz
Block 3	taraqqi pasand sheri adab (nazm)
Unit VIII	Faiz Ahmed Faiz
Unit IX	Majaz Lakhnavi aur Makhdum Mohiuddeen
Unit X	Sardar Jafri aur Sahir Ludhianvi
Block 4	**Taraqqi pasand sheri adab (ghazal)**
Unit XI	Faiz Ahmed Faiz aur Majaz Lakhnavi
Unit XII	Majrooh Sultan poori aur Ahmed Nadim Qasmi
Unit XIII	-Moin Ahsan Jazbi aur Kaifi Azmi

Course Code: MAUR-119N	Course Title: Allama Iqbal (Tafseeli Mutala)
Block I	**Ta'aaruf**
Unit I	Taraqqi pasand tehreek ka tareekhi pas e manzar
Unit II	Taraqqi pasand tehreek ki fikri bunyadeiN
Unit III	Taraqqi pasand adab ka aaghaz o irtiqa
Block 2	**Iqbal ke afkar-o-Tasavvurat**
UnitIV	Qaumi-o-watni tasavvuarat (Shayri ke hawale se)
Unit V	Milli, Islami samaji, fanni aur adbi shaoor
Unit VI	Ma bad-at-tabeeati tasavvurat(Khudi-o-Bekhudi)
Unit VII	Tasavvuarat-e- Ishq-o-khirad aur Mard-e- momin
Block 3	**Iqbal ki sheri khidmaat (Nazm)**
Unit VIII	Huzoor Risalat-o- ma-aab sallallahu alaihi wa sallam aur Khizr-e- Raah ka khusoosi mutala (Bang-e- Dara)
IX	Masjid-e- qurtuba aur Lenin Khuda ke Huzoor meiN ka tanqeedi mutala (Bal-e- Jibreel)
X	Shuaa-e- Ummeed ka tanqeedi tajziya (Zarb-e- Kaleem)
XI	Iblees ki Majlis-e- Shoora ka tajziyati mutala (Armughan-e-Hijaz)
Block 4	**Iqbal ki Sheri Khidmaat (Ghazal)**
XII	Bang-e- Dara (hissa awwal) ki Ibtedai 5 ghazleiN
XIII	Bal-e- Jibreel (hissa awwal) ki Ibtedai 5 ghazleiN
Block 5	**Iqbal ki Nasr**
XIV	Iqbal ki nasri Khidmaat (Khutbaat-o-khutoot ke hawale se)

Programme Structure of B.Ed. ODL under NHEQF

Semester	Paper Nature	Paper Code	Title of the Paper	Credit	Marks
First Semester	Theory Compulsory	B.Ed. E-01	Childhood and Growing Up	8	100
		B.Ed. E-02	Contemporary India and Education	8	100
		B.Ed. E-03	Assessment for Learning	8	100
	Practical	B.Ed. EPC-I	Reading and reflecting on texts	4	50
Second Semester	Theory Compulsory	B.Ed. E-04	Learning and Teaching	8	100
		B.Ed. E-05	Language across the Curriculum	4	50
		B.Ed. E-06	Understanding Disciplines and Subjects	4	50
	Theory Elective (Any one)	B.Ed. E-21	Vocational Education and Work Education	8	100
		B.Ed. E-22	Health and Physical Education	8	100
		B.Ed. E-23	Peace Education	8	100
		B.Ed. E-24	Guidance and Counseling	8	100
	Practical	B.Ed. EPC-II	Drama and Art in Education	4	50
Third Semester	Theory Compulsory	B.Ed. E-07	Creating an Inclusive School	8	100
		B.Ed. E-08	Knowledge and Curriculum- I	4	50
		B.Ed. -0E9	Knowledge and Curriculum- II	4	50
	Theory Elective-I (Any one)	B.Ed. E-31	Pedagogy of Hindi	4	50
		B.Ed. E-32	Pedagogy of English	4	50
		B.Ed. E-33	Pedagogy of Mathematics	4	50
		B.Ed. E-34	Pedagogy of Biological Science	4	50
	Theory Elective-II (Any one)	B.Ed. E-41	Pedagogy of Social Studies	4	50
		B.Ed. E-42	Pedagogy of Physical Sciences	4	50
		B.Ed. E-43	Pedagogy of Commerce	4	50
		B.Ed. E-44	Pedagogy of Home Science	4	50
	Practical	B.Ed. EPC-III	Understanding ICT	4	50
Fourth Semester	Theory Compulsory	B.Ed. E10	Gender, School and Society	4	50
	Practical	EPC-IV	Understanding the Self	4	50
		B.Ed. EPC-V	School Internship	20	250

Academic Year 2023 Detailed Programme Structure & Syllabus
Year wise Structure of B.Ed. ODL

Theory Compulsory

Programme: **B.Ed. ODL**	Year: **First**	Semester: **I**
Subject: Education		
Course Code: BEd E-01	**Course Title: Childhood and Growing Up**	
Course Objectives: Understand and recognize process of human development, individual differences among the learners and the implications of group psychology.		
Course Outcomes: After completion of this course the learner will be able – **CO1 :** To understand the process of human development. **CO2 :** To explain theoretical perspectives and dimensions of human development **CO3 :** To recognize individual differences among the learners **CO4 :** To Understand the various of variable of psychology **CO5 :** To analyse the implications of group psychology		
Credits: 08	**Type of Course:** Core	
Max. Marks: 100	**Min. Passing Marks:** 36	
Block 1	**Basics of Educational Psychology**	
Unit 1	Educational Psychology : Meaning and Concepts	
Unit 2	Schools and Methods of Educational Psychology	
Unit 3	Principles and Stages of Growth and Development	
Block 2	**Psychology of Development**	
Unit 4	Physical and Emotional Development	
Unit 5	Cognitive and Language Development	
Unit 6	Social and Moral Development	
Block 3	**Intelligence, Personality and Creativity**	
Unit 7	Intelligence : Concept, Theories and Measurement	
Unit 8	Personality : Concept, Theories and Measurement	
Unit 9	Creativity : Concept and Measurement	
Block 4	**Motivation, Memory and Conflict**	
Unit 10	Thinking, Reasoning and Problem Solving	
Unit 11	Remembering, Forgetting, Habit Formation and Discipline	
Unit 12	Tension, Frustration and Conflict	
Block 5	**Exceptional Child, Mental Health and Group Psychology**	
Unit 13	Exceptional Children	
Unit 14	Mental Health & Hygiene and Adjustment	
Unit 15	Group Psychology	
	Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission. **Suggested online courses (MOOCs)**	
	This course can be opted as an elective by the students of following subjects:	
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.	

Theory Compulsory

Programme: **B.Ed. ODL**		Year: **First**	Semester: **I**
Subject: Education			
Course Code: B Ed E-02		**Course Title: Contemporary India and Education**	

Course Objectives: Understand and explain the philosophy and educational views of Indian & Western thinkers and the various educational issues in contemporary India.

Course Outcomes:
    After completion of this course the learner will be able –

    CO1 : To understanding the philosophy and educational views of Indian and Western thinkers

    CO2 : To appreciate the unity and strengths of Indian diversities.

    CO3 : To acquire knowledge about the salient features of Indian Constitution.

    CO4 : To explain the various educational issues in contemporary India.

    CO5 : To appraise about the policy initiatives taken in educational reforms in India.

Credits: 08	**Type of Course:** Core
Max. Marks: 100	**Min. Passing Marks:** 36

Block 1	**Educational Development**
Unit 1	Meaning and Concept of Education : Ancient to Present
Unit 2	National System of Education : Role of State-Centre
Unit 3	Constitutional Provisions of Education
Block 2	**Indian Educational Thinkers**
Unit 4	Educational Thoughts of Gandhi and Tagore
Unit 5	Educational Thoughts of Aurobindo and Vivekanand
Unit 6	Educational Thoughts of Krishnamurti and Gijju Bhai
Block 3	**Schools of Educational Philosophy**
Unit 7	Indian Philosophical Ideas
Unit 8	Idealism and Naturalism
Unit 9	Realism, Pragmatism and Existentialism
Block 4	**Contemporary Issues of Education**
Unit 10	Universalization of Elementary and Secondary Education
Unit 11	Education for development of Responsible Citizens
Unit 12	Education for Conservation of Environment
Block 5	**Quality in Education**
Unit 13	Quality in Education: Meaning, Indicators and Standards for Performance
Unit 14	Liberalization, Privatization and Globalization in Education
Unit 15	Enhancement of Quality in Secondary Education
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission. **Suggested online courses (MOOCs)**
	This course can be opted as an elective by the students of following subjects:
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.

Theory Compulsory

Programme: **B.Ed. ODL**		Year: **First**	Semester: **I**
Subject: **Education**			
Course Code: B Ed E-03		**Course Title: Assessment for Learning**	
Course Objectives: Explain and applied the concepts of measurement assessment and evaluation tools.			

Course Outcomes:
    After completion of this course the learner will be able –
    CO1 : To explain the concepts of measurement assessment and evaluation.
    CO2 : To understand the various issues in assessment and evaluation.
    CO3 : To elaborate different kinds and forms of assessment of learning.
    CO4 : To applied a wide range of assessment tools.
    CO5 : To analyze Policy Perspective and Trend in Assessment.			

Credits: 08		**Type of Course:** Core	
Max. Marks: 100		**Min. Passing Marks:** 36	
Block 1	**Perspectives of Assessment**		
Unit 1	Meaning and Concepts of Assessment, Measurement and Evaluation		
Unit 2	Purposes of Assessment		
Unit 3	Classification of Assessment		
Block 2	**Programme for Assessment**		
Unit 4	Taxonomies of Educational Objectives		
Unit 5	Behavioral Objectives		
Unit 6	Construction of Assessment Programme		
Block 3	**Tools and Techniques for Assessment**		
Unit 7	Techniques and Tools for Assessment		
Unit 8	Assessment Devices		
Unit 9	Qualities of a Good Measuring Tool		
Block 4	**Tests and its Standardization**		
Unit 10	Tests and Types of Tests Items		
Unit 11	Construction of Achievement Test		
Unit 12	Processing and Reporting Students Performance		
Block 5	**Existing Practices and Issues of Assessment**		
Unit 13	Grading and Scaling		
Unit 14	Problems and Issues of Examination		
Unit 15	Policy Perspective and Trends in Assessment		
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission. **Suggested online courses (MOOCs)**		
	This course can be opted as an elective by the students of following subjects:		
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.		

Theory Compulsory

Programme: **B.Ed. ODL**	Year: **First**	Semester: **II**
Subject: Education		

Course Code: B Ed E-04	Course Title: Learning and Teaching

Course Objectives: Understand and analyze the concept of learning and various leaning theories to address diversity of students in a classroom.

Course Outcomes:

After completion of this course the learner will be able –

CO1 : To understand the concept of learning and various leaning theories.

CO2 : To Acquired understanding the Factors of Influencing Learning.

CO3 : To explain the concept of teaching from various perspectives.

CO4 : To illustrated various Approaches of Learning

CO5 : To analyze teaching strategies to address diversity of students in a classroom.

Credits: 08	Type of Course: Core
Max. Marks: 100	Min. Passing Marks: 36

Block 1	**Understanding Learning**
Unit 1	Learning: Concept, Nature, Types
Unit 2	Learning Theories of Skinner and Pavlov
Unit 3	Learning Theories of Thorndike, Koehler and Gagne
Block 2	**Factors Influencing Learning**
Unit 4	Factors Influencing Learning
Unit 5	Transfer of learning
Unit 6	Approaches of Learning
Block 3	**Nature of Teaching**
Unit 7	Teaching: Concept, Levels and Phases
Unit 8	Teaching skills and Micro Teaching
Unit 9	Teachers' Roles and functions in the phases of teaching
Block 4	**Approaches and strategies of Teaching**
Unit 10	Learner centric approaches
Unit 11	Teachers centric strategies
Unit 12	Group centric approaches and strategies
Block 5	**Teaching organizing of Learning Process**
Unit 13	Planning and Decision making in Teaching
Unit 14	Issues and concerns in classroom learning
Unit 15	Maxim of teaching, Issues of Media and Professionalism
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission. **Suggested online courses (MOOCs)**
	This course can be opted as an elective by the students of following subjects:
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.

Theory Compulsory

Programme: **B.Ed. ODL**	Year: **First** Semester: **II**
Subject: **Education**	
Course Code: **B Ed E-05**	Course Title: **Language across the Curriculum**
Course Objectives: Understand and analyze the Origin and Development of Language.	
Course Outcomes: After completion of this course the learner will be able – **CO1:** To understand the Origin and Development of Language. **CO2:** To understand various medium of instruction of language. **CO3:** To differentiate Various Language issues in classroom. **CO4:** To generalize Various Skills of Language diversity in classroom. **CO5:** To analyze the nature of classroom interaction.	
Credits: 08	**Type of Course:** Core
Max. Marks: 100	**Min. Passing Marks:** 36

Block **1**	**Origin and Development of Language**
Unit 1	Origin of Indian Language
Unit 2	Development of Language
Unit 3	Norms of Standard Language
Block **2**	**Instructional Language**
Unit 4	National and Regional Language
Unit 5	Medium of Instruction
Unit 6	Three Language formula
Block **3**	**Understanding the Language**
Unit 7	Language diversity in classroom
Unit 8	Language Proficiency
Unit 9	Language issues in schools
Block **4**	**Skills of Language**
Unit 10	Reading and Writing Skills
Unit 11	Listening and Speaking Skills
Unit 12	School of Writing
Block **5**	**Understanding the nature of classroom interaction**
Unit 13	Communication Skills in Language
Unit 14	Classroom Interaction
Unit 15	Use of ICT in Classroom
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission. **Suggested online courses (MOOCs)**
	This course can be opted as an elective by the students of following subjects:
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.

Theory Compulsory

Programme: **B.Ed. ODL**		Year: First		Semester: II
Subject: Education				
Course Code: B Ed E-06		**Course Title: Understanding Disciplines and Subjects**		
Course Objectives: Understand and recognize process of School curriculum in Languages, Social sciences, Sciences and MATHMETICS.				
Course Outcomes: After completion of this course the learner will be able – **CO1 :** To understand the Nature and Role of Discipline. **CO2 :** To analyse the School curriculum in Languages. **CO3 :** To analyse the School curriculum in Social sciences **CO4 :** To analyse School curriculum in Sciences **CO5 :** To analyse School curriculum in MATHMETICS				
Credits: 08			**Type of Course:** Core	
Max. Marks: 100			**Min. Passing Marks:** 36	
Block 1	**Nature and Role of Discipline Knowledge**			
Unit 1	Nature of Disciplines			
Unit 2	Role of Disciplines in Knowledge Development			
Unit 3	Paradigm shift in Disciplines			
Block 2	**Analysis of School curriculum in Languages**			
Unit 4	Salient features of School Curriculum in Languages			
Unit 5	Methods of Languages			
Unit 6	Relevance of Languages in School Curriculum			
Block 3	**Analysis of School curriculum in social sciences**			
Unit 7	Salient features of School Curriculum in Social Sciences			
Unit 8	Methods of Social Sciences			
Unit 9	Relevance of Social Sciences in School Curriculum			
Block 4	**Analysis of School curriculum in sciences**			
Unit 10	Salient features of School Curriculum in Sciences			
Unit 11	Methods of Sciences			
Unit 12	Relevance of Sciences in School Curriculum			
Block 5	**Analysis of School curriculum in Mathematics**			
Unit 13	Salient features of School Curriculum in Mathematics			
Unit 14	Methods of Mathematics			
Unit 15	Relevance of Mathematics in School Curriculum			
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission. **Suggested online courses (MOOCs)**			
	This course can be opted as an elective by the students of following subjects:			
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.			

Theory Compulsory

Programme: **B.Ed. ODL**	Year: **First**	Semester: **II**
Subject: Education		

Course Code: B Ed E-21	Course Title: **Vocational and Work Education**
Course Objectives: Understand and recognize process of vocational assessment and make vocational training plan, transition from School to job, classify various avenues for job placement, choice of vocational trades, independent living and empowerment.	
Course Outcomes: After completion of this course the learner will be able – **CO1 :** To understand of vocational education & its relevance. **CO2 :** To analyze vocational assessment and make vocational training plan. **CO3 :** To explain plan for transition from School to job. **CO4 :** To classify various avenues for job placement. **CO5 :** To facilitate in making choice of vocational trades. **CO6 :** To acquire the concept of independent living and empowerment.	

Credits: 08	Type of Course: Core
Max. Marks: 100	Min. Passing Marks: 36

Block 1	**Vocational Education**
Unit 1	Vocational Education; Nature, Relevance and Types
Unit 2	Scope and Need for Vocational Education
Unit 3	Agencies for Vocational Education
Block 2	**Work Education**
Unit 4	Nature of work Education
Unit 5	Principles of Work Education
Unit 6	SUPW
Block 3	**Vocational and Work Education**
Unit 7	Identification of Vocation and Work
Unit 8	Selection of Vocation and Work
Unit 9	Follow –up
Block 4	**Role of School in vocational & work Education**
Unit 10	Career Information
Unit 11	Career Guidance
Unit 12	Training for Special Groups
Block 5	**Recent trends of Vocational and work education**
Unit 13	Role of other Agencies
Unit 14	Employment Bureau/Schemes of self-employment/ Placement Services
Unit 15	Recent trends of Vocation and Work Education
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission. **Suggested online courses (MOOCs)**
	This course can be opted as an elective by the students of following subjects:
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.

Theory Compulsory

Programme: **B.Ed. ODL**		Year: **First**	Semester: **II**
Subject: Education			
Course Code: B Ed E-22		**Course Title: Health and Physical Education**	
Course Objectives: Understand and recognize process of holistic health, its various dimensions and determinants, health and physical education as individual, skills for physical fitness, learn correct postural habits and activities, practice of yoga asanas and meditations.			
Course Outcomes: After completion of this course the learner will be able – **CO1 :** To understand the concept of holistic health, its various dimensions and determinants **CO2 :** To develop positive attitude towards health and physical education as individual. **CO3 :** To sensitive, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities. **CO4 :** To understand various policies and programmes related to health and physical education. **CO5 :** To create interest for the practice of yoga asanas and meditations. **CO6 :** To use the process of assessment of health and physical fitness.			
Credits: 08		**Type of Course:** Core	
Max. Marks: 100		**Min. Passing Marks:** 36	
Block 1	**Health and Hygiene**		
Unit 1	Health: Meaning, Types and Factors Influencing Health		
Unit 2	Health Indicators a Technique		
Unit 3	Hygiene: Meaning, Scope and Importance		
Block 2	**Health Education**		
Unit 4	Health Education: Meaning, Scope and Need		
Unit 5	Objectives and Curriculum of Health Education		
Unit 6	Methods and Techniques of Health Education		
Block 3	**Food and Nutrition**		
Unit 7	Health and Nutrition		
Unit 8	Diet Therapy		
Unit 9	Advanced Nutrition, Recommended, Dietary Allowances		
Block 4	**Health services**		
Unit 10	Public health: Nature, scope, Significance and Types		
Unit 11	Community Nutrition		
Unit 12	Health Programmes- Prevention from Community Diseases		
Block 5	**Physical Education**		
Unit 13	Physical Exercise in Schools		
Unit 14	Meditation & Yogic Asan's		
Unit 15	Martial Arts		
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission. **Suggested online courses (MOOCs)**		

This course can be opted as an elective by the students of following subjects:	
Suggested equivalent online courses (MOOCs) for credit transfer: N.A.	

Theory Compulsory

Programme: **B.Ed. ODL**	Year: **First**	Semester: **II**
Subject: Education		
Course Code: B Ed E-23	Course Title: **Peace Education**	

Course Objectives: Understand and recognize process of Promotion of Peace for Social Security, policies and programmes related to Peace education, motivate and help in Society for Peace, practice of major issues in Education for Peace.

Course Outcomes:

After completion of this course the learner will be able –

CO1 : To understand the Concept and Relevance of Peace Education in India.

CO2 : To develop Positive attitude towards Promotion of Peace for Social Security

CO3 : To understand various policies and programmes related to Peace education.

CO4 : To understand sensitive, motivate and help in Society for Peace

CO5 : To create interest for the practice of major issues in Education for Peace

Credits: 08	Type of Course: Core
Max. Marks: 100	Min. Passing Marks: 36

Block **1**	**Concept and Relevance of Peace Education**
Unit **1**	Peace Education: Meaning, Relevance and Significance of Peace Education
Unit **2**	Historical Perspective of Peace Education
Unit **3**	Indian Perspective in Peace Education
Block **2**	**Dangers to Social Security**
Unit **4**	Terrorism, Wars and Naxalism
Unit **5**	Natural Calamities
Unit **6**	Promotion of Peace for Social Security
Block **3**	**Education for Peace**
Unit **7**	Meaning and Concept of Difference in Education for Peace
Unit **8**	Strategies for Education for Peace
Unit **9**	International Efforts for Peace Education
Block **4**	**Role of teacher in Education for Peace**
Unit **10**	Role of Teacher in the Context of Education for Peace
Unit **11**	Need for sensitizing learner for peace
Unit **12**	Role of Media in Peace Education
Block **5**	**Major issues in Education for Peace**
Unit **13**	Legal aspects of Peace Education
Unit **14**	Factors influencing Education for Peace
Unit **15**	Training of Teachers for Education for Peace
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission. **Suggested online courses (MOOCs)**

This course can be opted as an elective by the students of following subjects:	
Suggested equivalent online courses (MOOCs) for credit transfer: N.A.	

Theory Compulsory

Programme: **B.Ed. ODL**		Year: **First**	Semester: **II**
Subject: Education			
Course Code: B Ed E-24		Course Title: **Guidance and Counseling**	
Course Objectives: Understand and recognize process of guidance and counseling in classroom situations, development of self-image and self-esteem, counseling and guidance in inclusive settings, vocational guidance and career counseling programme, various procedures of organizing & various vocational guidance and career counseling services.			

Course Outcomes:
  After completion of this course the learner will be able –
  CO1 : To understand the skills of guidance and counseling in classroom situations.
  CO2 : To describe the process of development of self-image and self-esteem.
  CO3 : To appreciate the types and issues of counseling and guidance in inclusive settings.
  CO4 : To acquaint the aims of vocational guidance and career counseling programme.
  CO5 : To develop the understanding of various procedures of organizing various vocational guidance and career counseling services.			

Credits: 08		Type of Course: Core	
Max. Marks: 100		Min. Passing Marks: 36	
Block **1**	**Nature and Scope of Guidance**		
Unit 1	Guidance; Meaning, Scope, Need and Significance		
Unit 2	Psychological Basis of Guidance		
Unit 3	Models of Guidance		
Block **2**	**Types of Guidance**		
Unit 4	Personal Guidance		
Unit 5	Vocational Guidance		
Unit 6	Educational Guidance		
Block **3**	**Basis of Counseling**		
Unit 7	Meaning and Approaches to counseling		
Unit 8	The Counselor		
Unit 9	Types of counseling		
Block **4**	**School Guidance and counseling services**		
Unit 10	Theories of Guidance and Counseling		
Unit 11	School Guidance and counseling services		
Unit 12	Guidance and counseling at various stages of schools		
Block **5**	**Recent trends in guidance and counseling**		
Unit 13	Follow-up Services		
Unit 14	Use of ICT		
Unit 15	Guidance and Counseling for special groups		

Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission. **Suggested online courses (MOOCs)**	
This course can be opted as an elective by the students of following subjects:	
Suggested equivalent online courses (MOOCs) for credit transfer: N.A.	

Theory Compulsory

Programme: **B.Ed. ODL**	Year: **Second**	Semester: **III**
Subject: Education		
Course Code: B Ed E-07	Course Title: **Creating an Inclusive School**	

Course Objectives: Understand and recognize process of Inclusive education, Policy and legislative frameworks promoting inclusion, inclusive pedagogy, resource mobilization, inclusive school.

Course Outcomes:

After completion of this course the learner will be able –

CO1 : To understand the meaning and significance of Inclusive education

CO2 : To achieve knowledge on Policy and legislative frameworks promoting inclusion

CO3 : To create inclusive classrooms and use inclusive pedagogy

CO4 : To understand the linkages and collaborations for resource mobilization.

CO5 : To better understanding about inclusive school

Credits: 08	Type of Course: Core
Max. Marks: 100	Min. Passing Marks: 36

Block **1**	**Introduction to Inclusive Education**
Unit 1	Marginalization vs Inclusive Education, Segregation and Integrations
Unit 2	Principles of Inclusive Education and Diversity in Classroom
Unit 3	Barriers to inclusive Education
Block **2**	**Policies & frameworks Facilitating Inclusive Education**
Unit 4	Universal Declaration of Human Rights
Unit 5	International Conventions and Frameworks
Unit 6	National policies, Programmes, Acts and Commission
Block **3**	**Adaptations, Accommodations and Modifications**
Unit 7	Meaning, Difference, Needs and Steps
Unit 8	Children with Sensory, Neuro-developmental, Loco Motor & Multiple Disabilities
Unit 9	Gifted Children
Block **4**	**Inclusive Academic Instructions**
Unit 10	Universal Design for learning
Unit 11	Differentiated and Peer Mediated instructions
Unit 12	ICT for instructions
Block **5**	**Supports and Collaborations for Inclusive Education**
Unit 13	Stakeholders of Inclusive Education, Advocacy & Leadership for Inclusion
Unit 14	Family & Community support involvement for Inclusion
Unit 15	Resource Mobilization for Inclusive Education

	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission. **Suggested online courses (MOOCs)**
	This course can be opted as an elective by the students of following subjects:
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.

Theory Compulsory

Programme: **B.Ed. ODL**	Year: **Second**	Semester: **III**
Subject: Education		

Course Code: B Ed E-08	**Course Title: Knowledge and Curriculum- I**

Course Objectives: Understand and recognize process of Philosophical Perspective of Knowledge, culturally, symbols, values and child-friendly in pedagogy, Inclusion and Exclusion of Different Social Groups in Curriculum.

Course Outcomes:

After completion of this course the learner will be able –

CO1 : To understand the Philosophical Perspective of Knowledge

CO2 : To develop Construction process of Knowledge

CO3 : To Differentiate the knowledge, culturally, symbols, values and child-friendly in pedagogy.

CO4 : To Aquired Knowledge of Inclusion and Exclusion of Different Social Groups in Curriculum.

Credits: 08	Type of Course: Core
Max. Marks: 100	Min. Passing Marks: 36

Block 1	**Understanding the Knowledge**
Unit 1	Knowledge- Concept, Nature and its Kinds
Unit 2	Sources of Knowledge
Unit 3	Methods of obtaining Knowledge
Block 2	**Philosophical Perspective of Knowledge**
Unit 4	Metaphysics - Meaning, Concepts and its Implication in Education
Unit 5	Epistemology - Meaning, Concepts and its Implication in Education
Unit 6	Axiology - Meaning, Concepts and its Implication in Education
Block 3	**Construction of Knowledge**
Unit 7	Paradigm Shift of Knowledge
Unit 8	Knowledge and Pedagogy: Constructivist, Alternative and Blended
Unit 9	Construction process of Knowledge
Block 4	**Educational and Knowledge**
Unit 10	The Four Pillars of Education (Delores Commission Report)
Unit 11	Futurology of Education
Unit 12	Creators of Knowledge
Block 5	**Knowledge and Power**
Unit 13	Sociological Perspective of Knowledge
Unit 14	Inclusion and Exclusion of Knowledge of Different Social Groups in Curriculum

Unit 15	Role of Education to Remove Diversities
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission. **Suggested online courses (MOOCs)**
	This course can be opted as an elective by the students of following subjects:
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.

Theory Compulsory

Programme: **B.Ed. ODL**	Year: **Second**	Semester: **III**
Subject: **Education**		
Course Code: **B Ed E-09**	Course Title: **Knowledge and Curriculum- II**	

Course Objectives: Understand and recognize process of basic concepts and process of curriculum, curriculum framework related to teacher education, Curriculum Engagement and Transduction, Curriculum Evaluation and Research

Course Outcomes:

After completion of this course the learner will be able –

CO1 : To understand the basic concepts and process of curriculum

CO2 : To analyze text books objectives of education and learning outcome.

CO3 : To analyze various curriculum framework related to teacher education

CO4 : To organized the Curriculum Engagement and Transduction

CO5 : To understand Curriculum Evaluation and Research

Credits: 08	Type of Course: Core
Max. Marks: 100	Min. Passing Marks: 36

Block 1	**Curriculum and Related Concepts**
Unit 1	Curriculum: Meaning, Nature, Need and Types
Unit 2	Differences between (i)Curriculum, Syllabus and Content (ii)Teaching and Instruction (iii)Text Books and Reference Books (iv)Supplementary Books and Work Books
Unit 3	Curriculum Determinants
Block 2	**Critical Appraisal of Curriculum**
Unit 4	National Curriculum Framework- 2005 (NCF 2005)
Unit 5	National Curriculum Framework for Teacher Edcuation-2009 (NCFTE 2009)
Unit 6	International Consideration for Curriculum Development
Block 3	**Curriculum Planning**
Unit 7	Curriculum Planning: Concept, Need and Objectives
Unit 8	Approaches of Curriculum
Unit 9	Models of Curriculum
Block 4	**Curriculum Engagement and Transduction**
Unit 10	Role of School philosophy for Curriculum Engagement
Unit 11	Infrastructurel Support and Curriculum Engagement
Unit 12	Curriculum Transduction
Block 5	**Curriculum Evaluation and Research**
Unit 13	Curriculum Evaluation
Unit 14	Contemporary Issues of Curriculum
Unit 15	Research in Curriculum
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission. **Suggested online courses (MOOCs)**
	This course can be opted as an elective by the students of following subjects:
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.

Theory Compulsory

Programme: **B.Ed. ODL**	Year: **Second**	Semester: **III**
Subject: **Education**		
Course Code: **B Ed E-31**	Course Title: **Pedagogy of Hindi**	

Course Objectives: Understand and recognize process of contribution of language in individual and society development, using Hindi language, objective of Hindi teaching, teaching methods and techniques of Hindi.

Course Outcomes:

After completion of this course the learner will be able –

CO1 : To explain the contribution of language in the development of individual and society development.

CO2 : To identify the skills of using Hindi language.

CO3 : To understand behavioral objective of Hindi teaching

CO4 : To develop unit plan and lesson planning.

CO5: To comptent to use various teaching methods and techniques

CO6 : To use various techniques to evaluate the achievement of the learner in Hindi language.

Credits: 08	Type of Course: Core
Max. Marks: 100	Min. Passing Marks: 36

[k.M 1	**fgUnh Hkk'kk ds vk/kkj**
bdkbZ 1	fgUnh Hkk'kk dh izd`fr vkSj izdk;Z
bdkbZ 2	fgUnh Hkk'kk dh vf/kxe izfØ;k
bdkbZ 3	fo|ky;h Lrj ij fgUnh Hkk'kk dh ikB~;p;kZ ,oa mlesa lq/kkkj
[k.M 2	**fgUnh Hkk'kk f'k{k.k ds fy, O;wg jpuk & izFke**
bdkbZ 4	fgUnh ds Hkkf'kd rRo
bdkbZ 5	Jo.k ,oa ekSf[kd vfHkO;fDr ds dkS'ky dk fodkl
bdkbZ 6	iBu ;ksX;rk ,oa fyf[kr vfHkO;fDr dkS'ky dk fodkl
[k.M 3	**fgUnh Hkk'kk f'k{k.k ds fy, O;wg jpuk& f}rh;**
bdkbZ 7	dfork f'k{k.k
bdkbZ 8	x| dh vU; fo/kkvksa dk f'k{k.k
bdkbZ 9	O;kdj.k f'k{k.k
[k.M 4	**fgUnh Hkk'kk vf/kxe dk ewY; fu/kkZj.k**
bdkbZ 10	Hkk'kk lEizkfIr ewY;kadu
bdkbZ 11	Hkk'kk ijh{k.k ,oa ijh{k.k inksa dh jpuk
bdkbZ	funkukRed ,oa mipkjkRed dk;Z

12	
[k.M 5	**fgUnh Hkk'kk eas vf/kxe lalk/ku**
bdkbZ 13	vf/kxe lalk/ku% vFkZ] izdkj] dk;Z] fuekZ.k ,oa mi;ksx
bdkbZ 14	Hkk'kk iz;ksx"kkyk vkSj Hkk'kk f"k{kd
bdkbZ 15	fØ;kRed "kks/k vkSj leqUu;u dk;Z
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission. **Suggested online courses (MOOCs)**
	This course can be opted as an elective by the students of following subjects:
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.

Theory Compulsory

Programme: **B.Ed. ODL**		Year: **Second**	Semester: **III**
Subject: Education			
Course Code: B Ed E-32		**Course Title: Pedagogy of English**	
Course Objectives: Understand and recognize process of language teaching, evolution and trends in English literature, methods to teach English language, evaluate the achievement of the learner in English.			
Course Outcomes: After completion of this course the learner will be able – **CO1 :** To understand the principles of language teaching, evolution and trends in English literature. **CO2 :** To prepare an instructional plan in English. **CO3 :** To adapt various approaches and methods to teach English language. **CO4 :** To use various techniques to evaluate the achievement of the learner in English. **CO5 :** To know the criteria of good book of English.			
Credits: 08		**Type of Course:** Core	
Max. Marks: 100		**Min. Passing Marks:** 36	
Block 1	**Foundations of English Language**		
Unit 1	Nature of English Language		
Unit 2	Learning of English Language		
Unit 3	Curriculum Reforms in School English Language		
Block 2	**Strategies for Teaching English Language-1**		
Unit 4	Teaching of Listening		
Unit 5	Developing Speaking/ Oral Activities		
Unit 6	Speaking Activities and Listening Comprehensive		
Block 3	**Strategies for Teaching English Language-II**		
Unit 7	The Reading Process and Developing Reading Skills		
Unit 8	Teaching Writing and Study Skills		
Unit 9	Teaching Grammar		

Block 4	**Assessment of and for English Language Learning**
Unit 10	Stating Measurable Objectives
Unit 11	Construction of Test Items and Test
Unit 12	Diagnosing and Remedial Work in English Language Teaching
Block 5	**Learning Resource in English Language**
Unit 13	Meaning, Types, function, Preparation and Utilization of Learning Resources
Unit 14	Text Book, Drama, Debate and Speech Programme
Unit 15	Language Laboratory and English Language Teacher
	Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission. **Suggested online courses (MOOCs)**
	This course can be opted as an elective by the students of following subjects:
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.

Theory Compulsory

Programme: **B.Ed. ODL**	Year: **Second**	Semester: **III**

Subject: **Education**

Course Code: **B Ed E-33**	Course Title: **Pedagogy of Mathematics**

Course Objectives: Understand and recognize process of contribution of Mathematicians, teaching Mathematics at school level, different methods of teaching Mathematics, various evaluation tools to measure learner achievement in Mathematics.

Course Outcomes:

After completion of this course the learner will be able –

CO1: To Explain the nature of Mathematics and its historical development with contribution of Mathematicians.

CO2: To describe the aims and objectives of teaching Mathematics at school level.

CO3: To demonstrate and apply skills to select and use different methods of teaching Mathematics.

CO4: To demonstrate competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.

CO5: To demonstrate skills to design and use various evaluation tools to measure learner achievement in Mathematics.

Credits: 08	Type of Course: Core
Max. Marks: 100	Min. Passing Marks: 36

Block 1	**Foundations of Mathematics**
Unit 1	Nature of Mathematics
Unit 2	Learning of Mathematics, Psychology of Learning and Teaching of Mathematics Constructivism and Inactivism
Unit 3	Curriculum Reforms, Aims and Objectives of Teaching Mathematics
Block 2	**Strategies for Teaching Mathematics-I**
Unit 4	Teaching of Mathematical Concepts
Unit 5	Learning by Exposition and Learning by Discovery
Unit 6	Learning Mathematics in Groups, Group Work and Cooperative or Collaborative Strategies
Block 3	**Strategies for Teaching Mathematics-II**
Unit 7	Teaching for Understanding Proof
Unit 8	Teaching Problem Solving in Mathematics, Definition and Importance
Unit 9	Problem Solving in Algebra and Geometry
Block 4	**Assessment of and for Mathematics Learning**
Unit 10	Stating Measurable Objectives of Teaching Concepts, Generalizations, Problems Solving and Proof
Unit 11	Construction of Test Items for Assessing Product and Process Outcomes, Diagnostic Test and Remedial Teaching
Unit 12	Construction of Unit Tests, Blue Print, Construction of Question Paper
Block 5	**Learning Resource in Mathematics**
Unit 13	Learning Resources; Meaning, Types Preparation and Utilization of Resources
Unit 14	Text Book, Calculators, Models and Computers, Graphic Calculators
Unit 15	The Mathematics Laboratory, Mathematics Outside and in the Classroom
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission. **Suggested online courses (MOOCs)**
	This course can be opted as an elective by the students of following subjects:
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.

Theory Compulsory

Programme: **B.Ed. ODL**	Year: **Second** Semester: **III**

Subject: Education	
Course Code: **B Ed E-34**	Course Title: **Pedagogy of Biological Science**

Course Objectives: Understand and recognize process of science in day to day life and its relevance to modern society, different methods of teaching the content of sciences, teaching learning experiences, various evaluation tools to measure learner achievement in sciences.

Course Outcomes:

After completion of this course the learner will be able –

CO1 : To explain the role of science in day to day life and its relevance to modern society.

CO2 : To describe the aims and objectives of teaching science at school level.

CO3 : To demonstrate and apply skills to select and use different methods of teaching the content of sciences.

CO4 : To demonstrate competencies of planning for teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.

CO5 : To demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.

Credits: 08	**Type of Course:** Core
Max. Marks: 100	**Min. Passing Marks:** 36

Block **1**	**Foundations of Biological Sciences**
Unit 1	Nature of Biological Sciences
Unit 2	Learning of Biological Sciences, Psychology of Learning and Teaching of Biological Sciences, Constructivism and Inactivism
Unit 3	Curriculum Reforms; Aims and objectives of Teaching Biological Sciences
Block **2**	**Strategies for Teaching Biological l Sciences -I**
Unit 4	Teaching of Biological Sciences Concepts
Unit 5	Learning by Exposition and Learning by Discovery
Unit 6	Learning Biological Sciences in Groups, Group Work and Cooperative or Collaborative Strategies
Block **3**	**Strategies for Teaching Biological Sciences -II**
Unit 7	Co-Curricular and Non-Formal Approaches in Biological Science Learning
Unit 8	Programmed Instruction in Biological Science Learning
Unit 9	New Approaches in Biological Science Teaching
Block **4**	**Assessment of and for Biological Sciences Learning**
Unit 10	Stating Measurable Objectives of Teaching Concepts, Generalizations, Problems Solving and Project Method f
Unit 11	Construction of Test Items for Assessing of Product and Process Outcomes, Diagnostic Test and Remedial Teaching
Unit 12	Construction of Unit Tests, Blue Print, Constructions of Question Paper
Block **5**	**Learning Resource in Biological Sciences**
Unit 13	Learning Resources; Meaning, Types Preparation and Utilization of Resources
Unit 14	Text Books, Journals, Handbooks, Students Work Books
Unit 15	The Biological Sciences Laboratory, Biological Sciences Outside and in the classroom
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission. **Suggested online courses (MOOCs)**
	This course can be opted as an elective by the students of following subjects:
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.

Theory Compulsory

Programme: **B.Ed. ODL**	Year: **Second**	Semester: **III**
Subject: **Education**		

Course Code: **B Ed E-41**	Course Title: **Pedagogy of Social Studies**

Course Objectives: Understand and recognize process of scope of social science, evaluation for social science teaching, activities and community resources for promoting social science learning.

Course Outcomes:

After completion of this course the learner will be able –

CO1: To explain the concept, nature and scope of social science.

CO2: To develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching.

CO3: To develop skills in preparation and use of support materials for effective social science teaching.

CO4: To develop the ability to organize co-curricular activities and community resources for promoting social science learning.

Credits: 08	Type of Course: Core
Max. Marks: 100	Min. Passing Marks: 36

Block 1	Foundations of Social Studies
Unit 1	Nature of Social Studies
Unit 2	Learning of Social Studies, Psychology of Social Studies, Learning and Teaching of Social Studies, Constructivism and Enactivism
Unit 3	Curriculum Reforms, Aims and Objectives of Teaching Social Studies
Block 2	Strategies for Teaching Social Studies -I
Unit 4	Teaching of Social Studies Concepts
Unit 5	Learning by Exposition and Learning by Discovery
Unit 6	Learning Social Studies in Groups, Group Work and Cooperative or Collaborative Strategies
Block 3	Strategies for Teaching Social Studies-II
Unit 7	Co-Curricular and Non-Formal Approaches in Social Studies Learning
Unit 8	Programmed Instruction in Social Studies Learning
Unit 9	New Approach in Social Studies Teaching
Block 4	Assessment of and for Social Studies
Unit 10	Stating Measurable Objectives of Teaching Concepts, Generalizations Problems Solving and Project Method
Unit 11	Construction of Test Items for Assessing Product and Process Outcomes, Diagnostic Test and Remedial Teaching
Unit 12	Construction of Unit Tests, Blue Print, Construction of Question Paper
Block 5	Learning Resource in Social Studies
Unit 13	Learning Resources; Meaning, Types Preparation and Utilization of Resources
Unit 14	Text Books, Journals, Handbooks, Students Work Books
Unit 15	The Social Studies Laboratory, Social Studies Out Side and in the classroom
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission. **Suggested online courses (MOOCs)**
	This course can be opted as an elective by the students of following subjects:
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.

Theory Compulsory

Programme: **B.Ed. ODL**	Year: **Second**	Semester: **III**
Subject: Education		

Course Code: B Ed E-42	Course Title: **Pedagogy of Physical Science**

Course Objectives: Understand and recognize process of scope of physical science, evaluation for physical science teaching, effective physical science teaching.

Course Outcomes:

After completion of this course the learner will be able –

CO1: To explain the concept, nature and scope of physical science.

CO2: To develop competencies for designing unit and lesson plans, as well as tools of evaluation for physical science teaching.

CO3: To develop skills in preparation and use of support materials for effective physical science teaching.

CO4: To develop the ability to organize co-curricular activities and community resources for promoting physical science learning.

Credits: 08	Type of Course: Core
Max. Marks: 100	Min. Passing Marks: 36

Block 1	Foundations of Physical Sciences
Unit 1	Nature of Physical Sciences
Unit 2	Learning of Physical Sciences, Psychology of Learning and Teaching of Physical Sciences, Constructivism and Enactivism
Unit 3	Curriculum Reforms; Aims and Objectives of Teaching Physical Sciences
Block 2	Strategies for Teaching Physical Sciences -I
Unit 4	Teaching of Physical Sciences Concepts
Unit 5	Learning by Exposition and Learning by Discovery
Unit 6	Learning Physical Sciences in Groups, Group Work and Cooperative or Collaborative Strategies
Block 3	Strategies for Teaching Physical Sciences -II
Unit 7	Co-Curricular and Non Formal Approaches in Physical Science Learning
Unit 8	Programmed Instruction in Physical Science Learning
Unit 9	New Approaches in Physical Science Teaching
Block 4	Assessment of and for Physical Sciences Learning
Unit 10	Stating Measurable Objectives of Teaching Concepts, Generalizations, Problems Solving and Project Method
Unit 11	Construction of Test Items for Assessing of Product and Process Outcomes, Diagnostic Test and Remedial Teaching
Unit 12	Construction of Unit Tests, Blue Print, Test Constructions and Question Paper
Block 5	Learning Resource in Physical Sciences
Unit 13	Learning Resources; Meaning, Types Preparation and Utilization of Resources
Unit 14	Text Books, Journals, Handbooks, Students Work Books
Unit 15	The Physical Sciences Laboratory, Physical Sciences Outside and in the classroom
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission. **Suggested online courses (MOOCs)**
	This course can be opted as an elective by the students of following subjects:
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.

Theory Compulsory

Programme: **B.Ed. ODL**		Year: **Second**	Semester: **III**
Subject: Education			
Course Code: B Ed E-43		**Course Title: Pedagogy of Commerce**	
Course Objectives: Understand and recognize process of nature and scope of commerce, function of commerce, evaluation for commerce teaching, effective commerce teaching.			
Course Outcomes: After completion of this course the learner will be able – **CO1:** To explain the concept, nature and scope of commerce. **CO2:** To understand the function of commerce. **CO3:** To develop competencies for designing unit and lesson plans, as well as tools of evaluation for commerce teaching. **CO4:** To develop skills in preparation and use of support materials for effective commerce teaching. **CO5:** To develop the ability to organize co-curricular activities and community resources for promoting commerce learning.			
Credits: 08		**Type of Course:** Core	
Max. Marks: 100		**Min. Passing Marks:** 36	
Block 1	**Foundations of Commerce**		
Unit 1	Nature of Commerce		
Unit 2	Learning of Commerce, Psychology of Learning and Teaching of Commerce Constructivism and Enactivism		
Unit 3	Curriculum Reforms, Aims and Objectives of Teaching Commerce		
Block 2	**Strategies for Teaching Commerce -I**		
Unit 4	Teaching of Commerce Concepts		
Unit 5	Learning by Exposition and Learning by Discovery		
Unit 6	Learning Commerce in Groups, Group work and Cooperative or Collaborative Strategies		
Block 3	**Strategies for Teaching Commerce -II**		
Unit 7	Co-Curricular and Non-Formal Approaches in Commerce Learning		
Unit 8	Programmed Instruction in Commerce Learning		
Unit 9	New Approach in Commerce Teaching		
Block 4	**Assessment of and for Commerce Learning**		
Unit 10	Stating Measurable Objectives of Teaching Concepts, Generalizations, Problems Solving and Project Method.		
Unit 11	Construction of Test Items for Assessing Product and Process Outcomes, Diagnostic Test and Remedial Teaching.		
Unit 12	Construction of Unit Tests, Blue Print, Construction of Question Paper		
Block 5	**Learning Resource in Commerce**		
Unit 13	Learning Resources Meaning, Types Preparation and Utilization of Resources		
Unit 14	Text Books, Journals, Handbooks, Students Work Books		
Unit 15	Commerce Laboratory, Commerce Outside and in the classroom		
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission. **Suggested online courses (MOOCs)**		
	This course can be opted as an elective by the students of following subjects:		
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.		

Theory Compulsory

Programme: **B.Ed. ODL**	Year: **Second**	Semester: **III**
Subject: Education		
Course Code: **B Ed E-44**	Course Title: **Pedagogy of Home Science**	

Course Objectives: Understand and recognize process of nature and scope of home science, evaluation for home science teaching, effective home science teaching, co-curricular activities and community resources for promoting home science learning.

Course Outcomes:

After completion of this course the learner will be able –

CO1: To explain the concept, nature and scope of home science.

CO2: To develop competencies for designing unit and lesson plans, as well as tools of evaluation for home science teaching.

CO3: To develop skills in preparation and use of support materials for effective home science teaching.

CO4: To develop the ability to organize co-curricular activities and community resources for promoting home science learning.

Credits: 08	Type of Course: Core
Max. Marks: 100	Min. Passing Marks: 36

Block 1	**Foundations of Home Science**
Unit 1	Nature of Home Science
Unit 2	Learning of Home Science, Psychology of Learning and Teaching of Home Science, Constructivism and Enactivism
Unit 3	Curriculum Reforms, Aims and Objective, of Teaching Home Science
Block 2	**Strategies for Teaching Home Science-I**
Unit 4	Teaching of Home Science Concepts
Unit 5	Learning by Exposition and Learning by Discovery
Unit 6	Learning Home Science in Groups, Group Work and Cooperative or Collaborative Strategies
Block 3	**Strategies for Teaching Home Science-II**
Unit 7	Co-Curricular and Non-Formal Approaches in Home Science Learning
Unit 8	Programmed Instruction in Home Science Learning
Unit 9	New Approach in Home Science Teaching
Block 4	**Assessment of and for Home Science Learning**
Unit 10	Stating Measurable Objectives of Teaching Concepts, Generalizations, Problems Solving and Project Method
Unit 11	Construction of Test Items for Assessing Product and Process Outcomes, Diagnostic Test and Remedial Teaching
Unit 12	Construction of Unit Tests, Blue Print, Construction of Question Paper
Block 5	**Learning Resource in Home Science**
Unit 13	Learning Resources; Meaning, Types, Preparation and Utilization of Resources
Unit 14	Text Books, Journals, Handbooks, Students Work Books
Unit 15	The Home Science Laboratory, Home Science Outside and in the classroom.
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission. **Suggested online courses (MOOCs)**
	This course can be opted as an elective by the students of following subjects:
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.

Theory Compulsory

Programme: **B.Ed. ODL**		Year: **Second**	Semester: **IV**
Subject: **Education**			
Course Code: B Ed E-10		**Course Title: Gender, School and Society**	

Course Objectives: Understand and recognize process of concepts related gender issue, disparities and inequalities existing in the society, issues in curriculum, school and society, gender-based violence, gender equity in society.

Course Outcomes:

After completion of this course the learner will be able –

CO1: To understand familiarity with key concepts related gender issue.

CO2: To know about policies, plans and schemes of the government for addressing all forms of disparities and inequalities existing in the society

CO3: To understand gender issues in curriculum, school and society.

CO4: To explain gender-based violence in society and evolve strategies for addressing it.

CO5: To promoting the gender equity in society.

Credits: 08	**Type of Course:** Core
Max. Marks: 100	**Min. Passing Marks:** 36

Block **1**	**Gender: Concepts and Issues**
Unit 1	Concepts of Gender, Sex and Sexuality, Types of Gender
Unit 2	Equity and Equality in Education with Respect to Gender
Unit 3	Gender Bias: Concept, Factors and Remedies for Removing Gender Bias
Block **2**	**Gender Studies: Paradigm Shift**
Unit 4	Historical Perspective of Gender Studies
Unit 5	Theories of Gender Studies
Unit 6	Factors Influencing Paradigm Shift in Gender Studies
Block **3**	**Gender, Power and Education**
Unit 7	Gender Identities and Social Practices
Unit 8	Inequalities in Education of Girls
Unit 9	Legal Right for Women
Block **4**	**Gender Issues in Curriculum**
Unit 10	Gender Disparities in Curriculum
Unit 11	Gender Equality in School: Need and strategies
Unit 12	Committees and Commissions on Women Education
Block **5**	**Woman Empowerment**
Unit 13	Concept, Strategies and Issues of Women Empowerment
Unit 14	Current Social Structure and Girls Education
Unit 15	Role of Education and Society in Woman Empowerment
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission. **Suggested online courses (MOOCs)**
	This course can be opted as an elective by the students of following subjects:
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.

Structure of the Programme B.Ed. SE. (ODL)

Sem.	Course/Paper	Paper Code	Title of the Paper	Credit	Study Hour's
I.	Theory	B.Ed. SE-01	Human Growth and Development	4	120
		B.Ed. SE-02	Contemporary India and Education	4	120
		B.Ed. SE-03	Introduction to Sensory Disabilities	2	60
		B.Ed. SE-04	Introduction to Neuro Developmental Disabilities	2	60
		B.Ed. SE-05	Introduction to Locomotor and Multiple Disabilities	2	60
	Practical	B.Ed. SE-PE-01	Cross Disability and Inclusion	2	60
IInd	Theory	B.Ed. SE-06	Learning Teaching and Assessment	4	120
		B.Ed. SE-07	Inclusive Education	2	60
	Theory Elective (Any one)	B.Ed. SE-71	Assessment and Identification of Needs (HI)	4	120
		B.Ed. SE-81	Assessment and Identification of Needs (VI)	4	120
		B.Ed. SE-91	Assessment and Identification of Needs (IDD)	4	120
	Theory Elective (Any one)	B.Ed. SE-31	Pedagogy of Hindi Teaching	4	120
		B.Ed. SE-32	Pedagogy of English Teaching	4	120
		B.Ed. SE-33	Pedagogy of Math Teaching	4	120
		B.Ed. SE-34	Pedagogy of Biological Sciences Teaching	4	120
	Practical	B.Ed. SE-PE-02	Disability Specialization	2	60
IIIrd	Theory Elective (Any one)	B.Ed. SE-72	Curriculum Design Adaptation and Evaluation(HI)	4	120
		B.Ed. SE-82	Curriculum Design Adaptation and Evaluation (VI)	4	120
		B.Ed. SE-92	Curriculum Design Adaptation and Evaluation (IDD)	4	120
	Theory Elective (Any one)	B.Ed. SE-73	Intervention and Teaching Strategies (HI)	4	120
		B.Ed. SE-83	Intervention and Teaching Strategies (VI)	4	120
		B.Ed. SE-93	Intervention and Teaching Strategies (IDD)	4	120
	Theory Elective (Any one)	B.Ed. SE-41	Pedagogy of Social Studies Teaching	4	120
		B.Ed. SE-42	Pedagogy of Physical Sciences Teaching	4	120
		B.Ed. SE-43	Pedagogy of Commerce Teaching	4	120
		B.Ed. SE-44	Pedagogy of Home Sciences Teaching	4	120
	Practical	B.Ed. SE-PE-03	Disability Specialization	4	120
IVth r	Theory	B.Ed. SE-08	Basic Research & Basic Statistics	2	60
	Theory Elective (Any one	B.Ed. SE-111	Orientation and Mobility	2	60
		B.Ed. SE-113	Communication options : Manual options	2	60
		B.Ed. SE-115	Vocational Training, Transition and Job Placement	2	60
	Theory Elective (Any one)	B.Ed. SE-101	Guidance and Counseling	2	60
		B.Ed. SE-105	Application of ICT in class room	2	60
		B.Ed. SE-104	Community Based Rehabilitation	2	60
	Theory Elective (Any one)	B.Ed. SE-74	Technology and Disability (HI)	4	120
		B.Ed. SE-84	Technology and Disability (VI)	4	120
		B.Ed. SE-94	Technology and Disability (IDD)	4	120
	Theory Elective (Any one)	B.Ed. SE-75	Psycho Social and Family Issues : HI	2	60
		B.Ed. SE-85	Psycho Social and Family Issues : VI	2	60
		B.Ed. SE-95	Psycho Social and Family Issues : IDD	2	60
	Practical	B.Ed. SE-PE-04	Reading and Reflecting on texts	2	60
		B.Ed. SE-PE-05	Drama and Art in Education	2	60
Vth	Practical	B.Ed. SE-PE-06	Main disability Special School	4	120
		B.Ed. SE-PE-07	Field Engagement and Internship- Main Disability Special School	4	120
		B.Ed. SE-PE-08	Field Engagement and Internship- Other Disability Special School	4	120
		B.Ed. SE-PE-09	Field Engagement and Internship- Inclusive Education	4	120

Annexure-I

Academic Year – 2023
Detailed Programme Structure & Syllabus (B.Ed.SE)

Semester-I (Theory Based Courses)

Course Code: **B. Ed. SE-01**   CourseTitle: **Human Growth and Development**

Course Objectives:-

      Exposes student-teachers to the study of child and human development in order to gain a better understanding about variations and the influence of socio-cultural-political realities on development. A critical understanding of theoretical perspectives of development would aid in their application in teaching learning process.

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

CO1:-	Explain the process of development with special focus on infancy, Childhood adolescence
CO2:-	Critically analyze developmental variations among children.
CO3:-	Comprehend adolescence as a period of transition and threshold of adulthood
CO4:-	Analyze different factors influencing child development.

Credits: 04	**Type of Course:** Core
Max.Marks: 100	**Min. Passing Marks:** 36
Block 1	**Approaches to Human Development**
Unit I	Concepts and Principle of growth and development
Unit II	Stages of Human Development
Unit III	Developmental Domains
Block2	**Theoretical approaches to development**
Unit IV	Cognitive &Social –cognitive theories (Piaget, Vygotsy,Bruner,Bandura)
UnitV	Psychosocial theory (Erikson) and Psychoanalytic theory (Freud)
UnitVI	Bio Ecological Theory(Bronfrenbrenner)and Holistic theory of Development(Steiner)
Block3	**The Early Years(Birth to Eight Years)**
UnitVII	Prenatal Birth and Neonatal Development
UnitVIII	Milestones in Development
Unit IX	Environmental factors influencing early childhood development
Block4	**Middle Childhood to Adolescence(From nine years to eighteen years)**
Unit X	Emerging capabilities across domains related to physical, social, Emotional, Cognitive, creativity and ethics.
UnitXI	Issues related to puberty
UnitXII	Influence of the environment (Social, Cultural, and Political) on the growing child.
Block5	**Transitions into Adulthood**
UnitXIII	Psychological Well-being, Formation of identify and Self –concept.
UnitXIV	Emerging roles and responsibilities
UnitXV	Life skills and Career Choices.

Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.

Suggested online courses: (MOOCs). This course can be opted as an elective by the students for credit transfer.

CourseCode: **B. Ed.SE-02**   Course Title: **Contemporary India and Education**

Course Objectives:-

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

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

CO1:-	Explain the history, nature and process and Philosophy of education
CO2:-	Analyse the role of educational system in the context of Modern Ethos
CO3:-	Understand the concept of diversity
CO4:-	Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context

Credits: 04		**TypeofCourse:** Core
Max.Marks: 100		**Min. Passing Marks:** 36
Block 1	**Philosophical Foundations of Education**	
Unit I	Education: Concept, scope and Agencies of Education: School, family, community and media.	
Unit II	Philosophies of Education: idealism, naturalism, pragmatism, existentialism, humanism, constructivism and connectionism.	
Unit III	Indian thinkers (Gandhi, Tagore, Krishna Murthy, Aurobindo) and Contemporary Indian Perspective.	
Block2	**Understanding Diversity**	
Unit IV	Concept and Types of Diversity: Gender, linguistic, cultural, socio-economic and disability.	
UnitV	Diversity in learning and play.	
UnitVI	Addressing diverse learning needs and Global Perspective of Diversity.	
Block3	**Contemporary Issues and Concerns**	
UnitVII	Universalisation of School Education and its issues, Right to Education and Universal Access.	
UnitVIII	Issues of quality and equity: physical, economical, social, cultural and linguistic, particularly.w.r.t girl child, weaker sections and disabled.	
Unit IX	Equal Educational Opportunity and Inequality in Schooling.	
Block4	**Education Commissions and Policy.**	
Unit X	Constitutional provisions on Education.	
UnitXI	National Commissions and Acts, Policies on Disability Commission (1964). NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006).	
UnitXII	Programmes, Schemes, International Conventions and Policies.	
Block5	**Issues and Trends in Education**	
UnitXIII	Challenges and Issues of Education from preschool to senior secondary.	
UnitXIV	Inclusive Education and Special Schools.	
UnitXV	Community participation and Community Based Education.	
Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission. **Suggested online courses: (MOOCs).** This course can be opted as an elective by the students for credit transfer.		

Course Code: **B. Ed. SE-03** CourseTitle: **Introduction to Sensory Disabilities**

Course Objectives:-

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

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

CO1:-	Name the different types of sensory impairments and its prevalence and describe the process of Hearing & implications of various types of hearing loss.
CO2:-	Explain the issues & ways to address challenges in educating students with hearing loss.
CO3:-	Describe nature, characteristics & assessment of students with low vision & visual impairment.
CO4:-	Suggest educational placement and curricular strategies for students with low vision & visual impairment.
CO5:-	Explicate the impact of deaf-blindness & practices for functional development.

Credits: 02	**Type of Course:** Core
Max. Marks: 50	**Min. Passing Marks:** 18

Block 1	**Hearing Impairment: Nature and Classification**
Unit I	Importance of hearing and types of sensory impairements: Single (Hearing Impairment and Visual Impairment) and Dual sensory impairment (Deaf- Blindness.)
Unit II	Process of Hearing and its impediment leading to different types of hearing loss.
Unit III	Hearing loss: Definitions and challenges arising due to congenital and acquired hearing loss.
Block2	**Impact of Hearing Loss**
Unit IV	Characteristics and impact of Hearing Impairment on Communication and Issues of Hearing loss.
UnitV	Communication options, preference and facilitators of individuals with Hearing loss.
UnitVI	Literacy Development and Scholastic achievement of student with hearing loss and technological support.
Block3	**Visual Impairment-Nature and Assessment**
UnitVII	Process of Seeing, Blindness and Low Vision-Definition, Classifications.
UnitVIII	Demographic Information-NSSO and Census 2011.
Unit IX	Importance of Early Identification, Intervention and Functional Assessment Procedures.
Block4	**Educational Implications of Visual Impairment**
Unit X	Effects of Blindness and Selective Educational Placement.
UnitXI	Teaching Principles.
UnitXII	Expanded Core Curriculum and Assistive Devices Concept and Areas.
Block5	**Deaf -Blindness**
UnitXIII	Definition, causes, classification, prevalence and characteristics of Deaf Blindness. Effects and Implications of Deaf-Blindness on activities of daily living &Education.
UnitXIV	Screening: Assessment, Identification &Intervention strategies of Deaf-Blindness.
UnitXV	Educational needs of students with Deaf-Blindness.

Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.
Suggested online courses: (MOOCs) This course can be opted as an elective by the students for credit transfer.

Course Code: **B. Ed. SE-04** CourseTitle: **Introduction to Neuro Developmental Disabilities**

Course Objectives:-

The course integrates relevant subject matter in the areas of Learning Disability, intellectual Disability and Autism Spectrum Disorder. This course will prepare preservice teachers to work with students with Neuro Developmental disabilities in inclusive and specialized settings. It fosters the acquisition of the broad-based knowledge and skills needed to provide effective educational programs for students with learning and behavior characteristics. The course emphasizes implications for educational and vocational programming, curriculum, and instruction.

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

CO1:-	Discuss the characteristics and types of learning disability.
CO2:-	Describe the tools, areas of assessment and apply intervention strategies to enhance learning.
CO3:-	Explain the characteristics and types of Intellectual disability.
CO4:-	Describe the tools, areas of assessment and prepare and apply intervention strategies for independent living.
CO5:-	Explain the characteristics and types of Autism Spectrum Disorder.
CO6:-	Describe the tools, areas of assessment and apply intervention strategies..

Credits: 02	**Type of Course:** Core
Max. Marks: 50	**Min. Passing Marks:** 18
Block 1	**Learning Disability: Natures.Needs, and Intervention.**
Unit I	Definitions, Types and Characteristics.
Unit II	Tools and Areas of Assessment.
Unit III	Strategies for Reading, Writing and Maths.
Unit IV	Curriculum adaptation, IEP, Further Education.
UnitV	Transitions Education, Life long Education.
Block2	**InteIllectual Disability: Nature, needs and Intervention.**
UnitVI	Definitions, Types and Characteristics.
UnitVII	Tools and Areas of Assessment.
UnitVII	Strategies for functional academic and social skills.
UnitIX	Assistive devices, Adaptation, Individualized Education Plan, Person centered plan, Life skill Education.
UnitX	Vocational Training and Independent living.
Block3	**Autism Spectrum Disorder: Nature, needs and intervention**
UnitXI	Definitions, Types and Characteristics.
Unit XII	Tools and Areas of Assessment.
UnitXIII	Instructional Approaches.
UnitXIV	Teaching Methods.
UnitXV	Vocational training and career opportunities.
Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission. **Suggested online courses: (MOOCs)** This course can be opted as an elective by the students for credit transfer.	

Course Code: **B.Ed.SE-05** CourseTitle: **Introduction to Locomotor and Multiple Disabilities**

Course Objectives:-

The course aims to develop understanding about planning effective educational programme and functional activities for students with locomotor and multiple disabilities. This course intends to develop required skills in teacher trainee to identify the children with locomotor and multiple disabilities and also plan an effective programme education as well as for creating awareness on these conditions. Teacher is also expected to plan an effective therapeutic and programme and also refer for medical intervention whenever if necessary.

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

CO1:-	Identify the persons with Locomotor disabilities such as Cerebral Palsy, Amputees, Polio, Leprosy Cured, Muscular dystrophies, Neural and spinal defects and Multiple disabilities.
CO2:-	Plan an effective programme for creating awareness about the persons with Locomotor disabilities and Multiple disabilities.
CO3:-	Plan an effective therapeutic and programme for the persons with Locomotor disabilities and Multiple disabilities and to refer for medical intervention if necessary.
CO4:-	Plan an effective educational programme and functional activities for the persons with Locomotor disabilities and Multiple disabilities.

Credits: 02	**Type of Course:** Core
Max.Marks: 50	**Min. Passing Marks: 18**
Block 1	**Cerebral Palsy (CP)**
Unit I	CP:Nature,Types and its Associated Conditions:
Unit II	Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements(Gaits):
Unit III	Provision of Therapeutic Intervention and Referral of Children with CP:
Unit IV	Implications of Functional Limitations of Children with CP in Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School.
Unit V	Facilitating Teaching –Learning of Children with CP in school, IEP, Developing TLM: Assistive Technology to Facilitate Learning and Functional Activities.
Block2	**Amputees, polio Spinal Cord Injuries, Spina-bifida and Muscular Dystrophy.**
UnitVI	Definition, Meaning and Classification.
UnitVII	Assessment of Functional Difficulties.
UnitVII	Provisions of Therapeutic Intervention and Referral.
UnitIX	Implications of Functional Limitations for Education

Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.

Suggested online courses: (MOOCs) This course can be opted as an elective by the students for credit transfer.

Course Code: **B. Ed. SE-06**   CourseTitle: **Learning, Teaching and Assessment**

Course Objectives:-
This Course will initiate student-teachers to understand learning theories and as these translate into teaching and learning actions. Assessment of learning as a continuous process is also focused. The course also needs to focus on the PwD as Learner and their special education needs that teacher needs to address in diverse education settings.

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

CO1:-	Comprehend the theories of learning and intelligence and their applications for teaching children
CO2:-	Analyse the learning process, nature and theory of motivation
CO3:-	Describe the stages of teaching and learning and the role of teacher
CO4:-	Situate self in the teaching learning process
CO5:-	Analyze the scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.

Credits: 04	**Type of Course:** Core
Max. Marks: 100	**Min. Passing Marks:** 36

Block 1	**Human Learning and intelligence**
Unit I	Human learning: Meaning, definition and concept formation
Unit II	Learning Theories:- Behaviorism: Thorndike, Skinner ,Concerns for Cognitivism and Social constructism.
Unit III	Intelligence and Creativity:- Concept and Theories
Block2	**Learning process and motivation**
Unit IV	Sensation, Attention and Perception
UnitV	Memory and Thinking and Problem Solving
UnitVI	Motivation: Nature and Theories
Block3	**Process Teaching learning**
UnitVII	Maxims and Methods of Teaching
UnitVIII	Stages and Models of Teaching
Unit IX	Leadership and role of Teacher in classroom, School and Community
Block4	**Overview assessment and school system**
Unit X	Concepts in School Evaluation
UnitXI	Taxonomy of Educational Objectives
UnitXII	Formative and summative evaluation
Block5	**Assessment: Strategies and Practices**
UnitXIII	Strategies and Procedures
UnitXIV	Assessment of diverse learners
UnitXV	Schools examination

Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.
Suggested online courses: (MOOCs) This course can be opted as an elective by the students for credit transfer.

CourseCode: **B. Ed. SE-07** CourseTitle: **Inclusive Education**

Course Objectives:-

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

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

CO1:-	Explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education.
CO2:-	Explicate the national & key international policies & frameworks facilitating inclusive education.
CO3:-	Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms.
CO4:-	Describe the inclusive pedagogical practices & its relation to good teaching.
CO5:-	Expound strategies for collaborative working and stakeholders support in implementing inclusive education.

Credits: 02	**Type of Course:** Core
Max.Marks: 50	**Min. Passing Marks:** 18

Block 1	**Introduction to Inclusive Education**
Unit I	Marginalization vs Inclusive Education, Segregation and Integrations
Unit II	Principles of Inclusive Education and Diversity in Classroom
Unit III	Barriers to inclusive Education
Block2	**Policies & Frameworks Facilitating Inclusive Education**
Unit IV	Universal Declaration of Human Rights
UnitV	International conventionss and Frameworks
UnitVI	National policies, Programmes, Acts and Commission
Block3	**Inclusive Academic Instructions**
UnitVII	Gifted Children
UnitVIII	Family & Community support involvement for Inclusion
Unit IX	Resource Mobilization for Inclusive Education
Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.	
Suggested online courses: (MOOCs) This course can be opted as an elective by the students for credit transfer.	

CourseCode: **B. Ed. SE-71** CourseTitle**: Assessment and Identification of Needs (HI)**

Course Objectives:-

Hearing loss needs to be identified at the earliest in order to provide timely intervention to children with hearing impairment. This in turn would help them to develop adequate speech and language to function similar to typically developing children in school and beyond. The course is designed to provide inputs to learners about various assessments to be undertaken for identifying needs in order to plan the intervention program.

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

CO1:-	Explain the need and techniques for early identification of hearing loss in children.
CO2:-	Acquire knowledge in the area of audiological assessment and its relevance in education.
CO3:-	To discuss communicative and language related needs with the understanding of its development and assessment.
CO4:-	Understand the need for assessment of various processes involved in production of speech.
CO5:-	Describe and identify different components of educational assessment and analyse various educational needs of individuals with hearing impairment.

Credits: 04	**Type of Course:** Core
Max. Marks: 100	**Min. Passing Marks:** 36

Block 1	**Early Identification of Hearing Loss**
Unit I	Concept and early identification hearing loss
Unit II	Behavioral identification
Unit III	Sign and Symptoms for hearing loss.
Block 2	**Audiology Assessment**
Unit IV	Orientation: Auditory Milestones in children (0-2 years)
UnitV	Assessment & Methods of Assessment
UnitVI	Audiograms & Audiometer
Block 3	**Assessment of Language Communication**
UnitVII	Communication & Language
UnitVIII	Impact of Deafness on Communication
Unit IX	Tools for Assessing communication and Language
Block 4	**Assessment of Speech**
Unit X	Basics of Articulation & Phonology
UnitXI	Milestones of speech development, supra segmental aspects of speech
UnitXII	Speech Intelligibility
Block 5	**Educational Assessment**
Unit XIII	Educational Assessment & its Types
UnitXIV	Tools and techniques of Educational Assessment
UnitXV	Current Trends & Challenges in Assessment

Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.
Suggested online courses: (MOOCs) This course can be opted as an elective by the students for credit transfer.

Course Code: **B. Ed. SE-81** Course Title: **Assessment and Identification of Needs (VI)**

Course Objectives:-

To make the learners more empathetic to the needs of the visually impaired and address them appropriately in diverse educational settings. The course will enable the trainees to be able to identify children who are at risk for visual impairment. The trainees will be able to develop the skills of doing functional vision assessment and enhance the residual vision. The course also focuses on needs and assessment of children with multiple disability and visual impairment.

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

CO1:-	Describe the structure of eye and common eye defects.
CO2:-	Explain the etiology of visual impairment.
CO3:-	Analyse the implications of visual impairment and identify their needs.
CO4:-	Develop skills to identify and assess children with visual impairment.
CO5:-	Describe the needs and develop skills to assess children with visual impairment and multiple disabilities (VIMD).

Credits: 04	Type of Course: Core
Max. Marks: 100	Min. Passing Marks: 36

Block 1	**Anatomy And Physiology of Human Eye**
Unit I	Structure and Function of Human Eye, Principal of Refraction & Refraction Errors
Unit II	Normal Vision Development
Unit III	Concept and Definition of Blindness and low vision
Block2	**Types of Visual Impairment and Common Eye Disorder**
Unit IV	Types of Visual Impairment
UnitV	Common Eye Disorders
UnitVI	Educational Implication of different Eye disorder
Block3	**Factors Effecting Visual Impairment**
UnitVII	Factors affecting Visual Impairment
UnitVIII	Effect of Visual Impairment on Growth & Development
Unit IX	Education for VI Children
Block4	**Identification and Assessment of Visual Impairment**
Unit X	Clinical Assessment of Vision
UnitXI	Functional Assessment of Vision
UnitXII	Tools for Psychological Assessment of VI Children
Block5	**Learning Needs of VI Children**
UnitXIII	Impact of Visual Impairment on Development
UnitXIV	Impact of Visual Impairment on Learning
UnitXV	Multidisciplinary Assessment of VI Children

Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.
Suggested online courses: (MOOCs) This course can be opted as an elective by the students for credit transfer.

CourseCode: **B. Ed. SE-91** CourseTitle: **Assessment and Identification of Needs (IDD)**

Course Objectives:-

Intellectual Developmental Disabilities needs to be identified at the earliest in order to provide timely intervention to children with Intellectual Developmental Disabilities. This in turn would help them to develop adequate speech and language to function similar to typically developing children in school and beyond. The course is designed to provide inputs to learners about various assessments to be undertaken for identifying needs in order to plan the intervention program.

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

CO1:-	Comprehend historical perspective, nature and needs and characteristics of persons with Intellectual
CO2:-	Understand various procedures, areas and approaches of assessment and their relevance.
CO3:-	Gain insight into importance of assessment at Pre School and school level and become familiar with development and adaptive behavioral assessment and assessment tools at preschool level.
CO4:-	Get familiarized assessment tools for independent living, provisions and schemes for vocational
CO5:-	Develop understanding about significance of different types of family needs their assessment and implications for extending support to their families, demonstration.

Credits: 04	**Type of Course:** Core
Max. Marks: 100	**Min. Passing Marks:** 36

Block 1	**Mental Retardation Nature & Needs**
Unit I	Mental Retardation: Concept, Meaning and Nature
Unit II	Causes and Prevention
Unit III	Classification, Identification and Characteristics
Block2	**Assessment**
Unit IV	Assessment: Concept, Meaning, Purpose and Types
UnitV	Areas of Assessment
UnitVI	Methods of Assessment
Block3	**Assessment at Pre School and School level**
UnitVII	Importance of Assessment at pre school and school level
UnitVIII	Assessment tools for school level
Unit IX	Documentation and its relation to inclusion
Block4	**Assessment at Adult and Vocational Levels**
Unit X	Assessment for Transition from school to work
UnitXI	Significance & Tools for Independent living
UnitXII	Provision and schemes for vocational skill development
Block5	**Assessment of Family Needs**
UnitXIII	Assessment of Family & parental needs
UnitXIV	Assessment to conduct advocacy and skill development programmes
UnitXV	Assessment of family and community resources

Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.
Suggested online courses: (MOOCs) This course can be opted as an elective by the students for credit transfer.

CourseCode: **B. Ed. SE-31**   CourseTitle: **Pedagogy of Hindi**

Course Objectives: Understand and recognize process of human development, individual differences among the learners and the implications of group psychology.

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

CO1:-	To explainthe contributiuon of language in the development of individual and society development.
CO2:-	To identify the skills of using Hindi language.
CO3:-	To understand behavioural objective of Hindi teaching
CO4:-	To develop unit plan and lesson planning.
CO5:-	To comptent to use various teaching methods and techniques
CO6:-	To use various techniques to evaluate the achievement of the learner in Hindi language.

Credits: 04	**Type of Course:**Core
Max. Marks: 100	**Min. Passing Marks:** 36
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Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.
Suggested online courses: (MOOCs) This course can be opted as an elective by the students for credit transfer.

CourseCode: **B. Ed. SE-32**   CourseTitle: **Pedagogy of English**

Course Objectives: Understand and recognize process of human development, individual differences among the learners and the implications of group psychology.

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

CO1:-	To understand the principles of language teaching, evolution and trends in English literature
CO2:-	To prepare an instructional plan in English.
CO3:-	To adapt various approaches and methods to teach English language.
CO4:-	To use various techniques to evaluate the achievement of the learner in English.
CO5:-	To know the criteria of good book of English.

Credits: 04	**Type of Course:** Core
Max. Marks: 100	**Min. Passing Marks:** 36
Block 1	**Foundations of English Language**
Unit I	Nature of English Language
Unit II	Learning of English Language
Unit III	Curriculum Reforms in School English Language
Block 2	**Strategies for Teaching English Language-1**
Unit IV	Teaching of Listening
Unit V	Developing Speaking/ Oral Activities
Unit VI	Speaking Activities and Listening Comprehensive
Block 3	**Strategies for Teaching English Language-II**
Unit VII	The Reading Process and Developing Reading Skills
Unit VIII	Teaching Writing and Study Skills
Unit IX	Teaching Grammar
Block 4	**Assessment of and for English Language Learning**
Unit X	Stating Measurable Objectives
Unit XI	Construction of Test Items and Test
Unit XII	Diagnosing and Remedial Work in English Language Teaching
Block 5	**Learning Resource in English Language**
Unit XIII	Meaning, Types, function, Preparation and Utilization of Learning Resources
Unit XIV	Text Book, Drama, Debate and Speech Programme
Unit XV	Language Laboratory and English Language Teacher

Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.
Suggested online courses: (MOOCs) This course can be opted as an elective by the students for credit transfer.

CourseCode: **B Ed E-33**   CourseTitle: **Pedagogy of Mathematics**

Course Objectives: Understand and recognize process of human development, individual differences among the learners and the implications of group psychology.

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

CO1:-	To Explain the nature of Mathematics and its historical development with contribution of Mathematicians.
CO2:-	To describe the aims and objectives of teaching Mathematics at school level.
CO3:-	To demonstrate and apply skills to select and use different methods of teaching Mathematics.
CO4:-	To demonstrate competencies of planning for teaching Mathematics, organizing laboratory facilities and
CO5:-	To demonstrate skills to design and use various evaluation tools to measure learner achievement in Mathematics.

Credits: 04	**Type of Course:** Core
Max.Marks: 100	**Min. Passing Marks:** 36

Block 1	**Foundations of Mathematics**
Unit I	Nature of Mathematics
Unit II	Learning of Mathematics, Psychology of Learning and Teaching of Mathematics Constructivism and Inactivism
Unit III	Curriculum Reforms, Aims and Objectives of Teaching Mathematics
Block 2	**Strategies for Teaching Mathematics**
Unit IV	Teaching of Mathematical Concepts
Unit V	Learning by Exposition and Learning by Discovery
Unit VI	Learning Mathematics in Groups, Group Work and Cooperative or Collaborative Strategies
Block 3	**Strategies for Teaching Mathematics-II**
Unit VII	Teaching for Understanding Proof
Unit VIII	Teaching Problem Solving in Mathematics, Definition and Importance
Unit IX	Problem Solving in Algebra and Geometry
Block 4	**Assessment of and for Mathematics Learning**
Unit X	Stating Measurable Objectives of Teaching Concepts, Generalizations, Problems Solving and Proof
Unit XI	Construction of Test Items for Assessing Product and Process Outcomes, DiagnosticTest and Remedial Teaching
Unit XII	Construction of Unit Tests, Blue Print, Construction of Question Paper
Block 5	**Learning Resource in Mathematics**
Unit XIII	Learning Resources; Meaning, Types Preparation and Utilization of Resources
Unit XIV	Text Book, Calculators, Models and Computers, Graphic Calculators
Unit XV	The Mathematics Laboratory, Mathematics Outside and in the Classroom

Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.
Suggested online courses: (MOOCs) This course can be opted as an elective by the students for credit transfer.

CourseCode: **B. Ed. SE-34**   CourseTitle: **Pedagogy of Biological Science**

Course Objectives: Understand and recognizeprocess of human development, individual differences among the learners and the implications of group psychology.

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

CO1:-	Toexplain the role of science in day to day life and its relevance to modern society.
CO2:-	Todescribe the aims and objectives of teaching science at school level.
CO3:-	Todemonstrate and apply skills to select and use different methods of teaching the content of sciences.
CO4:-	Todemonstrate competencies of planning for teaching sciences, organizing laboratory
CO5:-	Todemonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.

Credits: 04		**Type of Course:** Core	
Max. Marks: 100		**Min. Passing Marks:** 36	
Block 1	**Foundations of Biological Sciences**		
Unit I	Nature of Biological Sciences		
Unit II	Learning of BiologicalSciences, Psychology of Learning and Teaching of BiologicalSciences, Constructivism and Inactivism		
Unit III	Curriculum Reforms; Aims and objectives of Teaching Biological Sciences		
Block 2	**Strategies for Teaching Biological l Sciences**		
Unit IV	Teaching of Biological Sciences Concepts		
Unit V	Learning by Exposition and Learning by Discovery		
Unit VI	Learning Biological Sciences in Groups, Group Work and Cooperative or Collaborative Strategies		
Block 3	**Strategies for Teaching Biological Sciences -II**		
Unit VII	Co-Curricular and Non Formal Approaches in Biological Science Learning		
Unit VIII	Programmed Instruction in Biological Science Learning		
Unit IX	New Approaches in Biological Science Teaching		
Block 4	**Assessment of and for Biological Sciences Learning**		
Unit X	Stating Measurable Objectives of Teaching Concepts, Generalizations, Problems Solving and Project Method		
Unit XI	Construction of Test Items For Assessing of Product and Process Outcomes, Diagnostic Test and Remedial Teaching		
Unit XII	Construction of Unit Tests, Blue Print, Constructions of Question Paper		
Block 5	**Learning Resource in Biological Sciences**		
Unit XIII	Learning Resources; Meaning, Types Preparation and Utilization Of Resources		
Unit XIV	Text Books, Journals, Handbooks, Students Work Books		
Unit XV	The Biological Sciences Laboratory, Biological Sciences Outside And in the Classroom		

Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.
Suggested online courses: (MOOCs) This course can be opted as an elective by the students for credit transfer.

Course Code: **B.Ed.SE-72** Course Title: **Curriculum Designing, Adaptation and Evaluation: HI**
Course Objectives:-

The course intends to develop capacities of learners to design curriculum keeping in view the special needs of children with hearing impairment. Learners are expected to go beyond the 3Rs with broad understanding of 21st century learning. The learner would also develop requisite skills of developing literacy skills of reading and writing as well as appreciate need and decide suitable adaptation to be undertaken for curricular transactions

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

CO1:-	Familiar with concept of curriculum and explain the importance of designing it for children
CO2:-	Develop capacity of developing literacy skills of reading and writing in children with hearing Impairment.
CO3:-	Describe the need for curricular adaptation and decide suitable adaptation and undertake it.
CO4:-	Appreciate the need for curricular evaluation and describe the tools and methods for evaluating

Credits: 04	**Type of Course:** Core
Max. Marks: 100	**Min. Passing Marks:** 36

Block 1	**Curriculum and its Designing**
Unit I	Curriculum- Concepts, Types and Models
Unit II	Approaches and Steps for Curriculum Designing
Unit III	Curricular Needs in Scholastic and non-Scholastic Areas
Block 2	**Developing Literacy Skills: Reading**
Unit IV	Reading Skills and its Assessment
UnitV	Approaches and Strategies to Develop Reading Skills and Independent Reading
UnitVI	Types, Models and Challenges of Developing Reading Skills and Remedial Strategies
Block 3	**Developing Literacy Skills: Writing**
UnitVII	Writing Skill
UnitVIII	Components and types of writing
Unit IX	Steps, Challenges and Strategies in Developing Writing
Block 4	**Curricular Adaptation**
Unit X	Curricular Adaption- Meaning, Principles, Types and Process of Adaptation
UnitXI	Assessment and Decision Making for Adaptation
UnitXII	Adapting Curriculum- Content, Teaching, Learning Material and Instruction
Block 5	**Curricular Evaluation**
UnitXIII	Curricular Evaluation: Concept and Need
UnitXIV	Methods, Tools and Areas of Curricular Evaluation
UnitXV	Challenges in Curricular Evaluation
Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission. **Suggested online courses: (MOOCs)** This course can be opted as an elective by the students for credit transfer.	

CourseCode: **B. Ed. SE-82**   CourseTitle: **Curriculum Designing, Adaptation and Evaluation: VI**

Course Objectives:-

To enable the students to access visually oriented concepts, adapted physical education and creative arts also form a part of this course of study. This course will provide basic understanding of the concept of curriculum approaches to curriculum development. The course content shows a strong commitment to the notion that children with visual impairment should have access to the regular core curriculum for which they need to learn an expanded core curriculum unique to visual impairment.

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

CO1:-	Define curriculum, its types and explain its importance.
CO2:-	Demonstrate techniques of teaching functional academic skills.
CO3:-	Explain importance and components of independent living skills.
CO4:-	Explain curricular adaptations with reasonable accommodations.
CO5:-	Illustrate how physical education and creative arts activities can be adapted for the children with

Credits: 04	**Type of Course:** Core
Max. Marks: 100	**Min. Passing Marks:** 36

Block 1	**Concept and Types of Curriculum**
Unit I	Curriculum- Need and Types.
Unit II	Curriculum Approaches in Special Education.
Unit III	Curriculum Planning and Implementation
Block2	**Teaching Functional Academics Skills**
Unit IV	Methods and Techniques of teaching.
UnitV	Techniques of teaching Braille.
UnitVI	Braille aids and other devices for Print reading and writing.
Block3	**Teaching of Independent Living Skills**
UnitVII	Independent Living Skills.
UnitVIII	Daily Living Skills and Sensory Efficiency.
Unit IX	Techniques of Teaching social interaction skills.
Block4	**Curriculum Adaptation**
Unit X	Curricular Adaptation and Accommodation
UnitXI	Planning of lesson for teaching and TLM.
UnitXII	Pedagogical Strategies.
Block5	**Curricular Activities**
UnitXIII	Adaptation of physical education activities
UnitXIV	Creative arts for the children with visual impairment
UnitXV	Agencies/organizations promoting- sports, culture and recreation activities

Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.
Suggested online courses: (MOOCs) This course can be opted as an elective by the students for credit transfer.

Course Code: **B. Ed. SE -92**   CourseTitle: **Curriculum Designing, Adaptation and Evaluation: IDD**

Course Objectives:-

This course will provide basic understanding of the concept of curriculum approaches to curriculum development. The objective of this course is to enable the students to access mentally oriented concepts. Adapted physical education and creative arts also form a part of this course of study.

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

CO1:-	Understand nature of curriculum, principles and steps of curriculum designing, domains and Curriculum evaluation.
CO2:-	Develop insight into importance of early childhood special education, its domains and school Readiness programme and their implications.
CO3:-	Acquire knowledge about curriculum domains at secondary, prevocational and vocational level and understand its implications.
CO4:-	Understand different strategies for curriculum adaptation, accommodation, modification and their significance.
CO5:-	Evaluation and make effective use of different techniques.

Credits: 04	**Type of Course:** Core
Max. Marks: 100	**Min. Passing Marks:** 36

Block1	**Curriculum Designing**
Unit I	Curriculum: Concept, Principles and Designing.
Unit II	Domains of Curriculum.
Unit III	Development of Curriculum.
Block2	**Curriculum at Pre-school and Primary School level**
Unit IV	Early Child Education and its Domains.
UnitV	Sensitization at Family & School.
UnitVI	Implication of Pre-School and Primary levels
Block3	**Curriculum at Secondary, Pre-vocational and Vocational Level**
UnitVII	Curriculum domains at Secondary, Pre-Vocational and Vocational Level.
UnitVIII	National Skill Development Scheme (NSDS by MSJ&E).
Unit IX	Implications of Placement for Inclusion.
Block4	**Curricular Adaptations**
Unit X	Need for Curricular Adaptations, Accommodation and Modification.
UnitXI	Adoption, Accommodation and Modification for Pre-Academic Curriculum, Academic Curriculum and Co-Curriculum.
UnitXII	Adaptation, Accommodation and Modification for School subjects.
Block5	**Curricular Evaluation**
UnitXIII	Curricular Evaluation: Concept, Types & Approaches.
UnitXIV	Emerging Trends in Evaluation.
UnitXV	Differential Evaluation of PWID in Inclusive Setup.

Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.

Suggested online courses: (MOOCs) This course can be opted as an elective by the students for credit transfer.

Course Code: **B. Ed. SE-73**   Course Title: **Interaction and Teaching Strategies: HI**

Course Objectives:-

Early identification of hearing loss needs to be followed by a good quality intervention. This course enables the students to develop adequate speech and language among the HI children which in turn would facilitate school readiness. Teachers need to use specialised techniques for developing listening, speaking, communication and linguistic skills to children with hearing impairment for them to access knowledge.

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

CO1:-	To understand about programmes for early intervention of infants and children with Hearing Impairment.
CO2:-	Describe the need, stages and importance of auditory listening & Speech reading for facilitating development of spoken language of children with hearing impairment.
CO3:-	Explain various approaches to teaching, strategies for speech intervention.
CO4:-	Describe methods, techniques and options to facilitate language and communication.
CO5:-	Explain the concept, principles and practices, linkages and outcomes of education intervention.

Credits: 04	Type of Course: Core
Max. Marks: 100	Min. Passing Marks: 36

Block1	**Need and Strategies for Early intervention of Hearing Loss**
Unit I	Parent- Instant Programme for Children with H I and Pre-school training programme
Unit II	Individual Speech- Language Therapy.
Unit III	Impact of early intervention and intervention of late identified children.
Block2	**Auditory Learning & Speech Reading**
Unit IV	Auditory listening and Auditory training
UnitV	Auditory verbal therapy and role of teacher.
UnitVI	Speech reading and role of Teacher
Block3	**Speech Interaction Strategies**
UnitVII	Approaches to Teaching speech and Orientation to acoustics of speech
UnitVIII	Formulation of Lesson plan and Strategies for Production of Speech.
Unit IX	Individual and Group Speech Teaching.
Block4	**Communication and Language Teaching Strategies**
Unit X	Methods of teaching language.
UnitXI	Principles and Techniques of Developing language.
UnitXII	Communication options.
Block5	**Educational Intervention Strategies**
UnitXIII	Educational interventions.
UnitXIV	Maxims, Methods of teaching & lesson Planning
UnitXV	Partnership of various professionals' agencies in educational intervention.

Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.

Suggested online courses: (MOOCs) This course can be opted as an elective by the students for credit transfer.

Course Code: **B. Ed. SE -83**   Course Title: **Interaction and Teaching Strategies: VI**

Course Objectives:-

This course builds on the pedagogy courses presented under A4 and A5 of the present B.Ed. curriculum. The objective of this courese is to provide knowledge and understang to the learner and enable them to help blind and low vision students to cope effectively with the challenges of curriculum transaction, at par with their sighted peers.

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

CO1:-	Explain various theoretical perspectives related to intervention & teaching strategies.
CO2:-	Demonstrate techniques of teaching Mathematics to visually impaired children.
CO3:-	Acquire necessary competencies and skills for teaching science and assessment of the learners with Special reference to children with visual impairment.
CO4:-	Acquire and apply necessary skills for adapting TLM in social science and assessment of the learners with special reference to children with visual impairment.
CO5:-	Describe the process of assessment visual efficiency and classroom management for children with low vision.

Credits: 04	Type of Course: Core
Max.Marks: 100	Min. Passing Marks:36

Block1	**Theoretical perspective**
Unit I	Intervention for latterly blinded students.
Unit II	Mediated teaching learning and its procedure.
Unit III	Enriched teaching for concept development.
Block2	**Mathematics**
Unit IV	Mathematics Phobias and Conceptualization of Mathematical ideas
UnitV	Mental arithmetic ability and use of tactile materials
UnitVI	Evaluation procedures with special reference to the needs of children with visual impairment
Block3	**Science**
UnitVII	Science Teaching learning materials and equipment
UnitVIII	Problem solving and learning by doing for visually impaired students
Unit IX	Evaluation procedure with particular reference to practical and adaptations in examination questions.
Block4	**Social Science**
Unit X	Techniques of preparation and presentation of adopted tactile maps, Diagrams, Globe and use of different types of models
UnitXI	Teaching skills: Dramatization, narration, Explanation, storytelling and role play
UnitXII	Evaluation of concepts and skills in social science with particular reference to geography
Block5	**Teaching of Children with low vision**
UnitXIII	Visual stimulation (concept and procedure) and selection of an appropriate medium of reading and writing
UnitXIV	Techniques and procedure for developing reading and writing skills
UnitXV	Orientation and mobility for low vision children and classroom management

Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.
Suggested online courses: (MOOCs) This course can be opted as an elective by the students for credit transfer.

CourseCode: **B. Ed. SE- 93** Course Title: **Interaction and Teaching Strategies: IDD**

Course Objectives:-

Identification of intellectual development disabilities of children at early stage to be followed by good quality intervention. This course enables the students to develop adequate readiness of the IDD children which in turn would facilitate school readiness. They will be able to use specialized techniques for developing identification maladaptive behavior and develop insight into various modes of its management.

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

CO1:-	Appreciate and orient oneself in understanding, planning and using intervention appropriately and demonstrate it.
CO2:-	Realize the importance of developing IEP, acquire the required competencies for its development, implementation and evaluation.
CO3:-	Understand basic of learning and teaching and acquire competency to select and demonstrate appropriate teaching strategies for teaching in different curriculum areas.
CO4:-	Understand nature and identification maladaptive behaviour and develop insight into various modes of its management.
CO5:-	Develop understanding of various therapeutics interventions, their objectives, scope, modalities, and require intervention.

Credits: 04	**Type of Course:** Core
Max. Marks: 100	**Min. Passing Marks:** 36

Block1	**Intervention**
Unit I	Early intervention: Concept and Significance.
Unit II	Intervention Techniques and Documentation
Unit III	Implication of Early intervention for Pre-school inclusion
Block2	**Individualized Education Programme**
Unit IV	IEP: Need & Historical Perspective.
UnitV	IEP for PWIO and associated conditions
UnitVI	Application of IEP for Inclusion
Block3	**Teaching Strategies and TLM**
UnitVII	Stages of Learning and Multi sensory approaches.
UnitVIII	Principles of Teaching and Teaching strategies.
Unit IX	Development and use of TLM for ID
Block4	**Intervention for Mal-Adoptive Behavior**
Unit X	Identification of mal-adoptive behavior
UnitXI	Functional analysis and cognitive behavior Techniques (CBT)
UnitXII	Management of Maladaptive behavior and Ethical issues.
Block5	**Therapeutic Intervention**
UnitXIII	Occupational Therapy, Physiotherapy, yoga and play therapy.
UnitXIV	Speech therapy- and hearing disorders and intervention.
UnitXV	Therapeutic intervention: Visual and performing arts

Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.
Suggested online courses: (MOOCs) This course can be opted as an elective by the students for credit transfer.

Course Code: **B. Ed. SE-41**　　　　　Course Title: **Pedagogy of Social Studies**

Course Objectives: Understand and recognizeprocess of human development, individual differences among the learners and the implications of group psychology.

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

CO1:-	To explain the concept, nature and scope of social science.
CO2:-	To develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching.
CO3:-	To develop skills in preparation and use of support materials for effective social scienceteaching.
CO4:-	To develop the ability to organize co-curricular activities and community resources for promoting social science learning.

Credits: 04	**Type of Course:** Core
Max. Marks: 100	**Min. Passing Marks:** 36

Block1	**Foundations of Social Studies**
Unit I	Nature of Social Studies
Unit II	Learning of Social Studies, Psychology of Social Studies, Learning and Teaching of Social Studies, Constructivism and Enactivism
Unit III	Curriculum Reforms, Aims and Objectives of Teaching Social Studies
Block2	**Strategies for Teaching Social Studies -I**
Unit IV	Teaching of Social Studies Concepts
UnitV	Learning by Exposition and Learning by Discovery
UnitVI	Learning Social Studies in Groups, Group Work and Cooperative or Collaborative Strategies
Block3	**Strategies for Teaching Social Studies-II**
UnitVII	Co-Curricular and Non-Formal Approaches in Social Studies Learning
UnitVIII	Programmed Instruction in Social Studies Learning
Unit IX	New Approach in Social Studies Teaching
Block4	**Assessment of and for Social Studies**
Unit X	Stating Measurable Objectives of Teaching Concepts, Generalizations Problems Solving and Project Method
UnitXI	Construction of Test Items for Assessing Product and Process Outcomes, Diagnostic Test and Remedial Teaching
UnitXII	Construction of Unit Tests, Blue Print,Construction of Question Paper
Block5	**Learning Resource in Social Studies**
UnitXIII	Learning Resources; Meaning, Types Preparation and Utilization Of Resources
UnitXIV	Text Books, Journals, Handbooks, Students Work Books
UnitXV	The Social Studies Laboratory, Social Studies Out Side and in the Classroom

Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.
Suggested online courses: (MOOCs) This course can be opted as an elective by the students for credit transfer.

CourseCode: **B. Ed. SE-42**   CourseTitle: **Pedagogy of Physical Science**

Course Objectives: Understand and recognize process of human development, individual differences among the learners and the implications of group psychology.

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

CO1:-	To explain the concept, nature and scope of physical science.
CO2:-	To develop competencies for designing unit and lesson plans, as well as tools of evaluation for physical science teaching.
CO3:-	To develop skills in preparation and use of support materials for effective physical science teaching.
CO4:-	To develop the ability to organize co-curricular activities and community resources for promoting physical science learning.

Credits: 04	**Type of Course:** Core
Max. Marks: 100	**Min. Passing Marks:** 36

Block1	**Foundations of Physical Sciences**
Unit I	Nature of Physical Sciences
Unit II	Learning of Physical Sciences, Psychology of Learning and Teaching of Physical Sciences, Constructivism and Enactivism
Unit III	Curriculum Reforms; Aims and Objectives of Teaching Physical Sciences
Block2	**Strategies for Teaching Physical Sciences -I**
Unit IV	Teaching of Physical Sciences Concepts
UnitV	Learning by Exposition and Learning by Discovery
UnitVI	Learning Physical Sciences in Groups, Group Work and Cooperative or Collaborative Strategies
Block3	**Strategies for Teaching Physical Sciences -II**
UnitVII	Co-Curricular and Non Formal Approaches in Physical Science Learning
UnitVIII	Programmed Instruction in Physical Science Learning
Unit IX	New Approaches in Physical Science Teaching
Block4	**Assessment of and for Physical Sciences Learning**
Unit X	Stating Measurable Objectives of TeachingConcepts, Generalizations, Problems Solving and Project Method
UnitXI	Construction of Test Items for Assessing of Product and Process Outcomes, Diagnostic Test and Remedial Teaching
UnitXII	Construction of Unit Tests, Blue Print, Test Constructions and Question Paper
Block5	**Learning Resource in Physical Sciences**
UnitXIII	Learning Resources; Meaning, Types Preparation and Utilization Of Resources
UnitXIV	Text Books, Journals, Handbooks, Students Work Books
UnitXV	The Physical Sciences Laboratory, Physical Sciences Outside and in the Classroom

Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.

Suggested online courses: (MOOCs) This course can be opted as an elective by the students for credit transfer.

CourseCode: **B. Ed. SE - 43**   CourseTitle: **Pedagogy of Commerce**

Course Objectives: Understand and recognizeprocess of human development, individual differences among the

learners and the implications of group psychology.

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

CO1:-	To explain the concept, nature and scope of commerce.
CO2:-	To understand the function of commerce.
CO3:-	To develop competencies for designing unit and lesson plans, as well as tools of evaluation for commerce teaching.
CO4:-	To develop skills in preparation and use of support materials for effective commerce teaching.
CO5:-	To develop the ability to organize co-curricular activities and community resources for promoting commerce learning.

Credits: 04	**Type of Course:** Core
Max. Marks: 100	**Min. Passing Marks:** 36

Block1	**Foundations of Commerce**
Unit I	Nature of Commerce
Unit II	Learning of Commerce, Psychology of Learning and Teaching of Commerce Constructivism and Enactivism
Unit III	Curriculum Reforms, Aims and Objectives of Teaching Commerce
Block2	**Strategies for Teaching Commerce -I**
Unit IV	Teaching of Commerce Concepts
UnitV	Learning by Exposition and Learning by Discovery
UnitVI	Learning Commerce in Groups, Group work and Cooperative or Collaborative Strategies
Block3	**Strategies for Teaching Commerce -II**
UnitVII	Co-Curricular and Non Formal Approaches in Commerce Learning
UnitVIII	Programmed Instruction in Commerce Learning
Unit IX	New Approach in Commerce Teaching
Block4	**Assessment of and for Commerce Learning**
Unit X	Stating Measurable Objectives of Teaching Concepts, Generalizations, Problems Solving and Project Method
UnitXI	Construction of Test Items for Assessing Product and Process Outcomes, Diagnostic Test and Remedial Teaching
UnitXII	Construction of Unit Tests, Blue Print, Construction of Question Paper
Block5	**Learning Resource in Commerce**
UnitXIII	Learning Resources Meaning, Types Preparation and Utilization of Resources
UnitXIV	Text Books, Journals, Handbooks, Students Work Books
UnitXV	Commerce Laboratory, Commerce Outside and in the Classroom

Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.
Suggested online courses: (MOOCs) This course can be opted as an elective by the students for credit transfer.

Course Code: **B. Ed. SE - 44**　　　　CourseTitle: **Pedagogy of Home Science**

Course Objectives: Understand and recognize process of human development, individual differences among the

learners and the implications of group psychology.

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

CO1:-	To explain the concept, nature and scope of home science.
CO2:-	To develop competencies for designing unit and lesson plans, as well as tools of evaluation for home science teaching.
CO3:-	To develop skills in preparation and use of support materials for effective home science teaching.
CO4:-	To develop the ability to organize co-curricular activities and community resources for promoting home science learning.

Credits: 04	**Type of Course:** Core
Max. Marks: 100	**Min. Passing Marks:** 36
Block1	**Foundations of Home Science**
Unit I	Nature of Home Science
Unit II	Learning of Home Science, Psychology of Learning and Teaching of Home Science, Constructivism and Enactivism
Unit III	Curriculum Reforms, Aims and Objective, of Teaching Home Science
Block2	**Strategies for Teaching Home Science-I**
Unit IV	Teaching of Home Science Concepts
UnitV	Learning by Exposition and Learning by Discovery
UnitVI	Learning Home Science in Groups, Group Work and Cooperative or Collaborative Strategies
Block3	**Strategies for Teaching Home Science-II**
UnitVII	Co-Curricular and Non Formal Approaches in Home Science Learning
UnitVIII	Programmed Instruction in Home Science Learning
Unit IX	New Approach in Home Science Teaching
Block4	**Assessment of and for Home Science Learning**
Unit X	Stating Measurable Objectives of Teaching Concepts, Generalizations, Problems Solving and Project Method
UnitXI	Construction of Test Items for Assessing Product and Process Outcomes, Diagnostic Test and Remedial Teaching
UnitXII	Construction of Unit Tests, Blue Print, Construction of Question Paper
Block5	**Learning Resource in Home Science**
UnitXIII	Learning Resources; Meaning, Types, Preparation and Utilization Of Resources
UnitXIV	Text Books, Journals, Handbooks, Students Work Books
UnitXV	The Home Science Laboratory, Home Science Outside and in the classroom
	Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission. **Suggested online courses: (MOOCs)** This course can be opted as an elective by the students for credit transfer.

Course Code: **B. Ed. SE -74**   Course Title: **Technology and Disability: HI**

Course Objectives:
Technology plays a vital role in development including teaching learning process. It is especially beneficial to children with hearing impairment. The said course is designed to provide the learners the knowledge and undersatnding about the technology so that the same could be used effectively for children with hearing impairment.

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

CO1:-	Enumerate various listening devices and describe ways of effective usage and maintenance.
CO2:-	Create awareness and basic exposure to state-of-the-art technology for management of various Aspects of speech.
CO3:-	Explain the present and future technologies facilitating the education of children with hearing impairment.
CO4:-	Narrate the range of technological applications that can be used for facilitating communication
CO5:-	Identify different resources (financial & human) to obtain technology.

Credits: 04	**Type of Course:** Core
Max. Marks: 100	**Min. Passing Marks:** 36

Block 1	**Listening devices and classroom acoustics**
Unit I	Listening devices, technology and Ear moulds.
Unit II	Classroom amplification devices and cochlear implant, middle case implant, BAHA & Auditory Brainstem implant.
Unit III	Hearing aids and their care & maintenance
Block2	**Technology for management for speech**
Unit IV	Computer based training aids and speech equipment.
UnitV	Basic infrastructure for using computer based speech training aid/equipment
UnitVI	Tele speech therapy
Block3	**Technology Facilitating Language and Communication**
UnitVII	Electronics and web based technology applications for developing teaching learning material.
UnitVIII	Web based technology for using and training of ISL and sign to text and text to sign technology
Unit IX	Augmentative and alternate communication for children with hearing impairment.
Block4	**Technology Facilitating Education**
Unit X	Impact of technology on Education and Changing trends in teaching & learning
UnitXI	Technology products for educational purpose: listening (Induction loop/FM/IR) visual (speech to text/text to speech) Audio-visual computer based learning & self learning packages, multimedia
UnitXII	Technology based educational services for children with hearing impairment
Block5	**Resource mobilization for technology**
UnitXIII	Government and non-government Agencies for aids and appliances
UnitXIV	Criteria for availing tuning and Procedure.
UnitXV	Cost involved in maintenance of devices.

Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.
Suggested online courses: (MOOCs) This course can be opted as an elective by the students for credit transfer.

Course Code: **B. Ed. SE-84** Course Title:**Technology and Education of the Visually Impaired**

Course Objectives:-

Technology in the form of adaptive and assistive devices plays a crucial role in the education of the visually impaired. This course brings into sharp focus the need and importance of such technologies both for the practicing teachers and the visually impaired learners.

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

CO1:-	Relate the concept and nature of educational technology and ICT to the education of children with visual impairment.
CO2:-	Acquire knowledge of the concept and nature of adaptive technology and explainunderlying principles and techniques.
CO3:-	Get familiar with technologies for print-access for children with visual impairment.
CO4:-	Describe and use different technologies for teaching low vision children as also various school subjects.
CO5:-	Demonstrate understanding of computer-based teaching-learning processes.

Credits: 04	**Type of Course:**Core
Max. Marks: 100	**Min. Passing Marks:** 36

Block 1	**Introducing educational and information communication Technology**
Unit I	Educational Technology- Concept and Scope of education in reference to children with visual impairment
Unit II	ICT- Concept and special significance for the teaching- learners of the visually impaired.
Unit III	Difference between educational technology and technology in education
Block2	**Adaptive Technologies**
Unit IV	Concept, purpose and Basic considerations- Access, affordability and availability
UnitV	Awakening users perspectives in developing adaptive technologies
UnitVI	Universal/Inclusive design- concept, Advantages and limitations
Block3	**Access to print for the visually impaired**
UnitVII	Screen readers with special reference to Indian Languages and Braille note takers and stand-alone Reading machines
UnitVIII	Braille Translation software with particular reference to Indian Languages and Braille Embossers
Unit IX	On line libraries, Basify Books, recordings and smart phones
Block4	**Assistive Technologies for the visually Impaired with reference to School subjects and low vision**
Unit X	Mathematics devices for VI.
UnitXI	Social science devices for VI.
UnitXII	Low vision Devices.
Block5	**Computer- Aided Learning**
UnitXIII	Social media and creation of blogs
UnitXIV	Tele-conferencing and Distance learning
UnitXV	E-learning: Concept and adaptations for the children with VI

Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.
Suggested online courses: (MOOCs) This course can be opted as an elective by the students for credit transfer.

course Code: **B. Ed. SE-94**   Course Title: **Technology and Education of the IDD**

Course Objectives:-
The said course is designed to provide knowledge and understanding about the technology to the learners so that the same could be used effectively for children with Intellectual development disabilities.

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

CO1:-	Comprehend role of technology in educating children with IDD and acquire knowledge about its various approaches and modes.
CO2:-	Understand nature of ICT, its basis, development and use.
CO3:-	Use computer programme and software for the benefit of children with IDD.
CO4:-	Develop skills and competencies in use of Punarjani and C-DAC and integratetechnology for instructions and inclusion.
CO5:-	Apply technology for developing lesson plan and adapted assistive devices.

Credits: 04	**Type of Course:** Core
Max. Marks: 100	**Min. Passing Marks:** 36

Block 1	**Technology in Education and instruction**
Unit I	Education and instructional technology
Unit II	Approaches of Educational Technology
Unit III	Universal Design of learning and individualized and differential instruction.
Block2	**ICT**
Unit IV	ICT, Development and stages.
UnitV	Psychological bases for ICT.
UnitVI	Use of ICT in special and inclusion settings
Block3	**Use of multimedia in Education**
UnitVII	Multimedia
UnitVIII	Types of instructional aids.
Unit IX	Advantages and challenges of using multimedia
Block4	**Technology based instructions**
Unit X	Enhancing technology friendly practices
UnitXI	Disability friendly technology.
UnitXII	Implication of technology based instruction in inclusion
Block5	**Application of Technology**
UnitXIII	Application of Technology in lesson planning and assisting devices
UnitXIV	Merits and demerits of technology in instruction.
UnitXV	Application of Technology in Instruction

Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.
Suggested online courses: (MOOCs) This course can be opted as an elective by the students for credit transfer.

Course Code: **B. Ed. SE-75**   Course Title: **Psychosocial and Family Issues: HI**

Course Objectives:-
   As a learner in the field of special education one must not only understand and acknowledge the role of context in which the child is growing, but also try to tune it to facilitate easily accessible, age appropriate and fluent language. The course is expected to draw learner's attention to these factors which are likely to impact education of children with hearing impairment and keep family as the core for success.

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

CO1:-	Explain psycho social development of early childhood and role of family.
CO2:-	To understand the family needs and find self-ready to support families for empowering the child With disability.
CO3:-	Ensure family involvement in educational programs.

Credits: 02	**Type of Course:**Core
Max. Marks: 50	**Min. Passing Marks:** 18
Block 1	**Psychosocial Aspects and Disability**
Unit I	Overview of psychosocial development; well being and quality of life
Unit II	Role of family and community in psychosocial development of children with hearing impairment
Unit III	Challenges and issues in psychosocial development of children with hearing impairment
Block2	**Family Needs**
Unit IV	Identifying Family needs for information, decision making, skill transfer and referral
UnitV	Fostering family's acceptance of child's impairment
UnitVI	Supporting family in raising children with hearing impairment.
Block3	**Family Empowerment**
UnitVII	Encouraging family acceptance of listening devices and ensuring its regular use.
UnitVIII	Involving family in fostering and developing play, recreation and values
Unit IX	Encouraging family involvement in educational programme

Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.
Suggested online courses: (MOOCs) This course can be opted as an elective by the students for credit transfer.

Course Code: **B. Ed. SE-85**   Course Title: **Psychosocial and Family Issues: VI**

Course Objectives:-

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

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

CO1:-	Describe the effect of birth of a child with Visual Impairment on the family.
CO2:-	Analyze the role of family and parental concerns related to their child with Visual Impairment from birth to adulthood.
CO3:-	Explain the role of parent community partnership in the rehabilitation of a personwith Visual Impairment.
CO4:-	Develop different skills to empower families in meeting the challenges of having a child with Visual Impairment.

Credits: 02	**Type of Course:** Core
Max. Marks: 50	**Min. Passing Marks:** 18
Block 1	**Family of a child with visual impairment**
Unit I	Birth of a child with visual impairment
Unit II	Parenting styles
Unit III	Role of family in early stimulation, concept development and early intervention
Block2	**Parental Issues and concerns**
Unit IV	Gender and disability
UnitV	Transition to adulthood
UnitVI	Parent support groups and attitude of professionals in involving parents in IEP and IFSP
Block3	**Rehabilitation of Children with visual impairment**
UnitVII	Concept of habilitation and rehabilitation
UnitVIII	Community Based Rehabilitation (CBR) and community participatory Rehabilitation (CPR)
Unit IX	Legal provisions, concessions and advocacy

Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.
Suggested online courses: (MOOCs) This course can be opted as an elective by the students for credit transfer.

Course Code: **B. Ed. SE- 95**   Course Title: **Psychosocial and Family Issues: IDD**

Course Objectives:-
                    Children with Intellectual development disabilities belong to families. It is important to explore family backgrounds and their influence on how Intellectual development disabilities are perceived and how children perceive themselves, and how they behave in consequence. The learners need to develop an insight into the plethora of emotions the family goes through at the birth of a special child, the challenges they face throughout the life of the Intellectual development disabilities, and the roles and responsibilities of the family and the community. This course is designed to provide the knowledge and understanding to learner about the psychosocial issues of Intellectual development disabilities children.

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

CO1:-	Realise importance and role of family in rehabilitation of children with IDD.
CO2:-	Develop insight into various Psycho-social issues and their impact on rehabilitationon PwID, misconception and social practices and develop based approach.
CO3:-	To realize importance of family involvement in rehabilitation process by formingparents self help group and parent association.
CO4:-	Understand various Adolescent related issues and challenges their implication forrehabilitation of PwIDs and to explore probable employment opportunities for them.
CO5:-	Comprehend role of community and community participation and models, advantages disadvantages of CBR programme for PwIDDs.

Credits: 02	**Type of Course:** Core
Max. Marks: 50	**Min. Passing Marks:** 18
Block 1	**Family**
Unit I	Family- Concept, Definition and characteristics
Unit II	Reaction and impact of disability on family and needs of family and counseling
Unit III	Role of family in rehabilitation of PWID
Block2	**Psycho-social Issues**
Unit IV	Attitude of family, community, peer group, teachers, co-workers
UnitV	Myths, Misconception and social practices
UnitVI	Psycho-social issues
Block3	**Involving Families**
UnitVII	Training and involving families in the rehabilitation process and Parent professional relationship
UnitVIII	Formation of parent self-help Group and parent associations
Unit IX	Empowering Families

Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.
Suggested online courses: (MOOCs) This course can be opted as an elective by the students for credit transfer.

Course Code: **B. Ed. SE-101**   Course Title: **Guidance& Counseling**

Course Objectives:-
    Objectives of the course are to develop knowledge. understanding and skills of guidance and counseling in inclusive setting among the learner.

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

CO1:-	Apply the skills of guidance and counselling in classroom situations.
CO2:-	Describe the process of development of self-image and self-esteem.
CO3:-	Appreciate the types and issues of counselling and guidance in inclusive settings.

Credits: 02	**Type of Course:** Optional
Max.Marks: 50	**Min. Passing Marks: 18**

Block 1	**Introduction to Guidance and Counseling**
Unit I	Guidance and Counseling: Definition, Aims, Areas
Unit II	Skills and Competencies of a Counselor
Unit III	Role of Counselor in Guiding and Counseling Students with Special Needs
Block2	**Enhancing Self Image and Self Esteem**
Unit IV	Concept of Self as Human and Understanding of Feeling and Changes
UnitV	Growth to Autonomy and personality Development
UnitVI	Role of Teacher in Developing Self-Esteem in Children
Block3	**Guidance and Counseling in Inclusive Education**
UnitVII	Types of Counseling: Child-Centered, Supportive, Family and Guidance in Formal and Informal Situations
UnitVIII	Group Guidance: Group Leadership, Styles and Group Processes
Unit IX	Challenges in Group Guidance

Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.
Suggested online courses: (MOOCs) This course can be opted as an elective by the students for credit transfer.

Course Code: B. Ed. SE-104　　　　**CourseTitle: Community Based Rehabilitation**

Course Objectives:-
　　　　　　　　The course is designed to provide the knowledge and understanding among the learner about the role of community in the rehabilitation process and provide the experience to work commmunity.

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

CO1:-	Explain the concept, principles and scope of community based rehabilitation (CBR).
CO2:-	Learn the strategies for promoting public participation in CBR.
CO3:-	Apply suitable methods for preparing persons with disability for rehabilitation withinthe community.
CO4:-	Provide need-based training to persons with disabilities.
CO5:-	Develop an understanding of the role of government and global agencies in CBR

Credits: 02	**Type of Course:** Optional
Max. Marks: 50	**Min. Passing Marks:** 18

Block 1	**Introduction to Community Based Rehabilitation (CBR)**
Unit I	Concept, Definition of CBR and Principles of CBR
Unit II	Socio-cultural and Economic Contexts of CBR
Unit III	Scope and Inclusion of CBR in Government Policies and Programs
Block2	**Preparing Community for CBR**
Unit IV	Awareness Program- Types, Methods and Advocacy
UnitV	Focus Group Discussion and family counseling
UnitVI	CBR and Corporate Social Responsibility
Block3	**Preparing Persons with Disability for CBR**
UnitVII	School Education: Person centered planning, and peer Group support
UnitVIII	Transition: Individual Transition plan, Development of Self determination and self management skills
Unit IX	Community related vocational training and skill training
Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission. **Suggested online courses: (MOOCs)** This course can be opted as an elective by the students for credit transfer.	

Course Code: **B. Ed. SE-105**   Course Title: **Application of ICT in Classroom**

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

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

CO1:-	Gauge the varying dimensions in respect of ICT and Applications in Special Education.
CO2:-	Delineate the special roles of ICT Applications.
CO3:-	Acquire Familiarity with Different Modes of Computer-Based Learning.

Credits: 02	**Type of Course:** Optional
Max. Marks: 50	**Min. Passing Marks: 18**
Block 1	**ICTand Special Education**
Unit I	Integrating ICT in special education
Unit II	Three as of ICT application- Access, Availability, Affordability
Unit III	Overview of WCAG (Web content Access Guidelines)
Block2	**Using Media and Computers**
Unit IV	Use of media: Audio, video and audio-video aids
UnitV	Computer- Aided learning
UnitVI	E-classroom
Block3	**Visualizing Technology- Supported Learning Situations**
UnitVII	Use and Using Softwares
UnitVIII	Interactive use of ICT
Unit IX	Identifying and Applying software for managing Disability
Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission. **Suggested online courses: (MOOCs)** This course can be opted as an elective by the students for credit transfer.	

Course Code: **B. Ed. SE-111**   Course Title: **Orientation and Mobility**

Course Objectives:-

The student-teachers would be in a better position to understand the implications of vision loss with reference to independent movement. It would also enable them to get insights into basic skills and components essential for meaningful orientation and easy and graceful movement for the visually impaired.

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

CO1:-	Describe the nature and scope of O&M as also the O&M related responsibilities of the special
CO2:-	Acquire basic knowledge of human guide techniques.
CO3:-	Describe pre-cane and cane travel skills and devices.
CO4:-	Get acquainted with the importance and skills of training in independent living for the visually impaired.

Credits: 02	**Type of Course:**Optional
Max. Marks: 50	**Min. Passing Marks: 18**

Block 1	**Introduction to Orientation and Mobility (O&M)**
Unit I	Orientation and Mobility- Definition, Importance and Scope
Unit II	Basic terminologies associated with O&M
Unit III	Special responsibilities of special teacher/educator with reference to O&M training
Block2	**Human Sighted Guide Technique**
Unit IV	Pre-Cane Skills
UnitV	Cane
UnitVI	Travel Techniques and Devices
Block3	**Training in Independent Living Skills**
UnitVII	Self care, and Posture
UnitVIII	Personal Grooming
Unit IX	Etiquette, Identification of Currency and Basics of Signature writing

Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.
Suggested online courses: (MOOCs) This course can be opted as an elective by the students for credit transfer.

Course Code: **B. Ed. SE-113** Course Title: **Communication Options: Manual Options**

Course Objectives:-
Course offers the student-teachersan additional opportunity to sharpen the skills in one of the categories of options. This is expected to emphasize use of appropriate options rather than advocating one among the many. Moreover, learning this optional course is also expected to provide wider Career Choices for the Student Teachers.

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

CO1:-	Discuss the two manual options with reference to Indian special schools.
CO2:-	Discuss the relevant issues like literacy, inclusion and training with reference to manual options.
CO3:-	Describe manual options in the light of issues like language, culture and identify.
CO4:-	Exhibit beginner level hands on skills in using manual options.
CO5:-	Motivate self to learn and practice more skills leading to linguistic adequacy and fluency.

Credits: 02	Type of Course: Optional
Max. Marks: 50	Min. Passing Marks: 18
Block1	**Understanding Deafness in Real Life Contex**
Unit I	Basic Awareness of Paradigms of Deafness (Medical and Social)
Unit II	Concerns & Challenges of Deafness and Communication
Unit III	Awareness on Deafness with Reference to Culture
Block2	**Advance Understanding of Manual Options and Indian Scenario**
Unit IV	Training and Guidance for Families and Tuning Home Environment
UnitV	Tuning Mainstream Schools/Classrooms for Students Using Manual Communication
UnitVI	Practicing Natural Signing in Short Common Conversations
Block3	**Skill Development: Towards Higher Order Receptive and Expressive Skills**
UnitVII	Learning to Express Gender, Number, Person, Tense, Aspect
UnitVIII	Practicing Syntax in Conversations and Discussions
Unit IX	Reflections on the Course: From Theory to practice

Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.
Suggested online courses: (MOOCs) This course can be opted as an elective by the students for credit transfer.

Course Code: **B.Ed.SE-115**   Course Title: **Vocational Training, Transition & Job Placement**

Course Objectives:-
Course offers the student-teachers to understand vocational education and its relevance for PWD's.

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

CO1:-	Develop an understanding of vocational education & its relevance for PWD's.
CO2:-	Carry out vocational assessment and make vocational training plan.
CO3:-	Plan for transition from School to job.
CO4:-	Identify various avenues for job placement.
CO5:-	Facilitate PWD's in making choice of vocational trades.
CO6:-	Acquire the concept of independent living and empowerment.

Credits: 02	**Type of Course:** Optional
Max. Marks: 50	**Min. Passing Marks:** 18
Block1	**Fundamental & Assessment of Vocational Rehabilitation**
Unit I	Definition, Meaning and Scope of Vocational Rehabilitation
Unit II	Approaches and Models of Vocational Training
Unit III	Approaches & Principles of Vocational Assessment
Block2	**Vocational Transition & Curriculum Planning**
Unit IV	Concept, Meaning, Importance of Transition
UnitV	Vocational Transition Models
UnitVI	Development of Vocational Curriculum
Block3	**Process of Vocational Rehabilitation & Placement**
UnitVII	Types of Employment Settings
UnitVIII	Self Advocacy & Skill training
Unit IX	Equal Opportunities and Attitudes towards Persons with Disabilities

Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.
Suggested online courses: (MOOCs) This course can be opted as an elective by the students for credit transfer.

Course Code: **B.Ed.SE-08**   Course Title: **Basic Research and Statistics**

Course Objectives:-
          Course offers the student-teachers to understand the concept, process and relevance of research in education and in special education.

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

CO1:-	Describe the concept and relevance of research in education and special education.
CO2:-	Develop an understanding of the research process and acquire competencies for conducting a research.
CO3:-	Apply suitable measures for data organization and analysis.

Credits: 02	**Type of Course: Compulsory**
Max. Marks: 50	**Min. Passing Marks: 18**
Block1	**Introduction To Research**
Unit I	Research: Concept and Definition
Unit II	Purpose of Research
Unit III	Types and Process of Research
Block2	**Types and Process of Research**
Unit IV	Tools of Research
UnitV	Action Research in Teaching Learning Environment
UnitVI	Research in Education and Special Education
Block3	**Measurement and Analysis of Data**
UnitVII	Scale for Measurement and Organization of Data
UnitVIII	Measures of Central Tendency, Dispersion and Correlation
Unit IX	Graphic Representing of Data

Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.
Suggested online courses: (MOOCs) This course can be opted as an elective by the students for credit transfer.

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(Awareness Programme in Good-Governance in New India)
(APGGNI)

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Awareness Programme in Good Governance in new India

dk;ZØe dksM@ Programme Code	9		dk;ZØe vof/k ¼o"kksZ esa½	%	U;wure 9 3 ekg	vf/dre 9 01 o'kZ	
dk;ZØe ek/;e@ Medium of Instruction	9	fgUnh	Programme Duration (in yrs.)	%	Minimum 9 3 Month	Maximum 9 01 Year	
izos'k gsrq U;wure vgZrk@ Minimum Qualification for Admission	9	10$2	dk;ZØe 'kqYd izfro"kZ@ Programme Fee Per Year	%	800+200		
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Paper No.	Course Code	Title of the Course
03 Months	bdkbZ&1	lq"kklu dh vo/kkj.kk] vFkZ ,oa egRo
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Course Outcome	Programme Outcome				
	PO1	PO2	PO3	PO4	PO5
CO-01	*	*	*	*	*
CO-02			*	*	*
CO-03	*			*	*
CO-04			*		
CO-05	*	*	*	*	*

BBA -3.4

Organizational Behavior

BLOCK 1 Basics of Organizational Behavior

Unit 01 Nature of Organizational Behavior- Definition, Nature, Significance of Organizational Behavior, Forces Affecting Organizational Behavior

Unit 02 Evolution of the Concept of Organizational Behavior- Disciplines Contributing to Organizational Behavior, Classical Viewpoint of Human Organizational Behavior, Human Relations Approach, Behavior Science Approach

Unit 03 Model of Organizational Behavior- Management's Assumptions about People, Model of Organizational Behavior, Relevance of OB Models, Management Challenges

Unit 04 Recent trends in Organizational Behavior- Globalization, Information Technology and OB, Changing Workforce ,Workplace Values and ethics

BLOCK 2 Basics of Individual Behavior

Unit 05 Types of Individual Behavior- The types of personality, Personality Traits, The Big Five Dimensions, Myers-Briggs Type Indicators

Unit 06 Perception and Behavior- The Perceptual Process , The role of environment, observer and object in perception, Errors in Perception, Perception and Behavior

Unit 07 Learning and Behavior- Learning in Organization, Classical Learning Theory, Social Learning Theory, Behavior Modification

Unit 08 Attitude and Behavior- Concepts of Attitude, Components of Attitude, Attitude Formation, Significance of Attitude in Managing Behavior

BLOCK 3 Motivations and Leadership

Unit 09 Motivation- Concept of Motivation, Need Based Theories, Expectancy Theory, Goal Setting Theory

Unit 10 Motivation: Practical Application- Application of needs based theories: Flexi benefits, Flextime, Job Redesigning, Application of Expectancy Theory: Goal Alignment, Application of Goal Setting Theory: Management by Objectives

Unit 11 Leadership -Concept and Definition of Leadership, Styles of Leadership, Trait Theory, Behavioral Theories

Unit 12 Leadership: Contingency Perspectives - Path-Goal Theory, Hersey Blanchard Theory, Fiedler Theory, Transitional and Transformational Leadership

BLOCK 4 Group Dynamics and Culture

Unit 13 Groups in Organizations - Concept of Motivation, Group Membership, Group Structure and norms, Group Cohesiveness

Unit 14 Group Performance- Conformity, deviance, Group Processes: Groupthink, Group Shift**,** Group Decision Making

Unit 15 Transactional Analysis- Transaction as a unit of social interaction, Three ego states: Parents, adult and child, Four life Positions

Unit 16 Organizational Culture - Concept and Definition, Dimensions of Organizational Culture,

MBA 3.1: ORGANISATIONAL EFFECTIVENESS & CHANGE

Block I OVERVIEW OF CHANGE MANAGEMENT

1 Organizational Change Management: Understanding Organizational Transformation, Transformation Strategies, Process of Organizational Transformation, Nature of Organizational Change, Perspectives of Organizational Change.

2 Models of Organizational Change: Process-based Change Models, Content-based Change Models, Individual Change Models, Integration of Change Models

3. Communicating Change: Need for Communicating Change, Factors Involved in Communicating Change, Methods and Techniques for Communicating Change, Role of Top Management in Communicating Change

4. Process of Change Management: Change Management Process, Phases of the Change Management Process, Change Management Process Control

Block II INDIVIDUAL CHANGE

5. Individual Change: Need for Individual Change, Personality and Change, Learning and Individual Change, Approaches to Individual Change, Implications of Change in Individuals

6 Typology of Organization Structures, types and significance, merits and demerits Some Basic Organization Design and Restructuring Strategies

Block III ORGANISATIONAL CHANGE

7 Organizing and Analyzing Work, types and significance , merits and demerits, Job Design, types and significance , merits and demerits

8 Emerging Issues of Work Organization and Quality of Working Life

9 Organizational Diagnosis: Tools and Techniques, Questionnaire as a Diagnostic Tool, Interview as a Diagnostic Tool, Workshops, Task-forces and other Methods

10. Resistance to Change: Concept of Resistance to Change, Forms of Resistance, Reactions to Change, Resistance to Organizational Change Initiatives, Overcoming the Resistance to Change, Techniques to Overcome Resistance

Block IV IMPLEMENTATION OF CHANGE

11. Implementing Change: Implementation of Change, the Delta Technique, Developing an Implementation Plan, Gaining Support and Involvement of Key People, Developing Enabling Organizational Structures, Celebrating Milestones

12. Strategies for Implementing Change: Introduction, Types of Change Management Strategies, Factors Affecting the Choice of a Change Strategy, Formulating and Facilitating Change, Facilitating Change, Implementing Change

13. Leading Changes: Visionary Leadership, Leadership Framework, Creating Shared Vision, Role of Leaders in the Phases of Organizational Change

14. Maintaining Organizational Effectiveness: Meaning of Organizational Effectiveness, Difference between Effectiveness and Efficiency, Approaches to Organizational Effectiveness, Perspectives of Organizational Effectiveness, Factors in Achieving Organizational Effectiveness

Block V EVALUATION AND CHANGE AGENTS

15. Evaluating Organizational Change: Concept of Monitoring and Evaluation, Measurement and Methods of Evaluation, Feedback Process, Continuous Incremental Change

16. Change Agents: Meaning and Concept of Change Agents, Types of Change Agents, Role and Competencies of a Change Agent, Change Agent Styles, Areas that Change Agents can Change

17. Culture and Change: Introduction, Concept of Organizational Culture Dimensions of Culture, Type of Culture, Assessing Organizational Culture, Role of Culture in Managing Change

18. Organizational Learning and Learning Organization: Concept of Organizational Learning, Process of Organizational Learning, Types of Organizational Learning, Disciplines Practiced in Organizational Learning, Concept of Learning Organizations, Individual Skill Sets in Learning Organizations

Format of Syllabus for [MBA]: Subject: [Business Ethics and Corporate Governance]

Course prerequisites: **None**		
Programme: MBA	Year: 2022	Semester: IV
Course Code: MBA 4.4	Course Title: Business Ethics and Corporate Governance	

Course Objectives:
- To understand the Business Ethics and to provide best practices of business ethics .
- To learn the values and implement in their careers to become a good managers.
- To develop various corporate social Responsibilities and practise in their professional life
- To Imbibe the ethical issues in corporate governance and to adhere to the ethical codes.

Course Outcomes:

CO1: Explore the relationship between ethics and business and the subsequent theories of justice and economics across different cultural traditions.

CO2: Comprehend the relationship between ethics, morals and values in the workplace.

CO3: Analyze and understand various ethical philosophies to explain how they contribute to current management practices.

CO4: Critically apply understanding of ethics of real–world contexts and gather and analyse information by way of undertaking a research project on a topic relevant to business ethics.

CO5: Critically analyze the reasons of systematic failure of corporate governance that could spread from individual firms to entire markets or economies.

Credits: 6	**Type of Course:** Core/Elective (**Core**)
Category of Course (**Please mention category of course; It may have more than one option**)	Awareness/ life skills / soft skills/ value-added / employability/ entrepreneurship/ skill development/ MOOCs or OER

Max. Marks: 70	Min. Passing Marks: 24

(Syllabi should be framed block wise/unit wise; No of blocks and units may change)	
Block 1	**An Overview Of Business Ethics**
Unit I	Nature And Development Of Business Ethics
Unit II	Economic And Competitive Issues
Unit III	Framework For Ethical Decision Making
Unit IV	Corporate Governance: A Dimension Of Ethical Making
Block 2	**Individual And Organizational Factors**
Unit V	Moral Philosophy
Unit VI	The Role of Corporate Culture And Leadership
Unit VII	Interpersonal Relationship In Organization
Unit VIII	Role Of Opportunity And Conflict
Block 3	**External Context**
Unit IX	Ecology
Unit X	Consumers
Unit XI	Advertising Ethics, Consumer Privacy
Block 4	**Internal Context**
Unit XII	Job Discrimination

Unit XIII	The Employees Obligation And Rights
Unit XIV	Need For Organizational Ethics Program
Unit XV	The Ethics Audit
Block 5	**Business Ethics In A Global Economy**
Unit XVI	Ethical Perception And International Business
Unit XVII	Global Values
Unit XVIII	Corporate Governance: Accountability Issues, Current Context Of CG In India,
Unit XIX	Board Objectives And Strategies
Unit XX	Accounting Standard And Accounting Disclosures

Suggested Text Book Readings:

1. Sharmila A., Sentikumar Dr S., J Purnima And M Marutha Durai Business Policy And Strategic Management (2013), S. Chand Publishing New Delhi
2. Fernando A.C., Business Ethics: And Indian Perspective 2nd Edition (2013) Pearson India.
3. Mirshekary, S.,B. Tennant And A. Yaftian :2005 "Business Ethics Across Culture Comparison Of Accounting Learner" Review Of Business Research, V,4,87-98.
4. S.A. Shelekar, Ethics In Management, Himalaya Publishing House (2009).
5. Business Ethics, Joseph W. Weiss 6th Edition

This course can be opted as an elective by the Learners of following subjects: Any one

Suggested equivalent online courses (MOOCs) for credit transfer:

1. https://onlinecourses.nptel.ac.in/noc21_mg54/preview
2. https://onlinecourses.swayam2.ac.in/cec19_mg24/preview

Electronic media and other digital components in the curriculum:
Choose any one or more than one: (Electronic Media: Audio/Video Lectures, Online Counselling/Virtual Classes/E-Contents/e-SLM/OER/supplementary links for reference/Video Conferencing/Radio broadcast/Web Conferencing/ Other electronic and digital contents)
 1. **https://www.youtube.com/playlist?list=PLEgGyDQOsviCrYDigj-O2BPqILzSHwXu9**
 2. **https://ebooks.lpude.in/management/mba/term_3/DMGT301_DMGT503_CORPORATE_GOVERNANCE_AND_ETHICS.pdf**
 3. **https://ddceutkal.ac.in/Syllabus/BECG-MBA.pdf**
 4. **https://odp.inflibnet.ac.in/index.php/module_details?course=noc:corporate%20social%20responsibility&source=swayam&subsource=NPTEL**

Name of electronic media	Year of incorporation

Note: School may revise list of electronic media and other digital components in the curriculum time to time and shall be updated in website also.

MAED-06/MAED-108N

Programme: Master of Art in Education		**Year:** First	**Semester:** II
Subject: Education			
Course Code: MAED-108N		**Course Title:** Contemporary Issues of Education	
Course Objectives: Provide the knowledge and understanding about Contemporary Issues of Education.			
Course Outcomes: After completion of this course the learner will be able – CO-1: To understand the process of curriculum development. CO-2: To discuss about the quality enhancement in education. CO-3: To explain the contemporary trends in education like liberalization, privatization, globalization etc. CO-4: To understand the various contemporary educational concepts like vocational education, teacher education, special education, value education, health education, population education, environmental education and peace education etc. CO-5: To use the ICT in education.			
Credits: 04		**Type of Course:** Core	
Max. Marks: 100		**Min. Passing Marks:** 36	
Block 1	**Issues to Consider**		
Unit 1	Universalization of Primary Education		
Unit 2	Curriculum Development		
Unit 3	Use of Information and Communication Technology		
Unit 4	Quality Enhancement		
Block 2	**Educational Trends**		
Unit 5	Role of Non-Government Organizations (NGO^s)		
Unit 6	Human Right		
Unit 7	Globalization		
Unit 8	Privatization		
Block 3	**Contemporary Educational Concepts-I**		
Unit 9	Vocational Education		
Unit 10	Teacher Education		
Unit 11	Special Education		
Unit 12	Value Education		
Block 4	**Contemporary Educational Concepts-II**		
Unit 13	Health Education		
Unit 14	Population Education		
Unit 15	Environment Education		
Unit 16	Peace Education		
	Suggested Readings: The Self-Learning Materials (SLM) with suggested readings will be provided by the Universtiy after the admission. **Suggested online courses (MOOCs)**		
	This course can be opted as an elective by the students of following subjects:		
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.		

Post Graduate Diploma in Bio-Statistics and Demography (PGDBSD)

कार्यक्रम कोड/Programme Code : 1004

कार्यक्रम अवधि (वर्षों में) / Programme Duration (in yrs.) : न्यूनतम : 1 अधिकतम : 3 / Minimum : 1 Maximum : 3

कार्यक्रम माध्यम/Medium of instruction : English

कार्यक्रम शुल्क /Programme Fee : 8200/-

प्रवेश हेतु न्यूनतम अर्हता/Minimum Qualification for Admission : स्नातक / Bachelor Degree with Mathematics at 10+2

अधिन्यास कार्य / Assignment Work : लागू नहीं / NA

पाठ्यक्रम कोड एवं विवरण /Course Code and Details

Year	Paper No.	Course Code	Title of the Course/ पाठ्यक्रम का शीर्षक	Credits
One year Course	7026	PGDBSD-01	Concepts of Demography	8
	7027	PGDBSD-02	Demographic Models	8
	7028	PGDBSD-03	Research Methodology	8
	7029	PGDBSD-04	Bio-Statistics	8
	25085	PGDBSD-05	Practical	8
Total Credits				40

Post Graduate Diploma in Bio-Statistics and Population Studies (PGDBSPS)

कार्यक्रम कोड/Programme Code : 1005

कार्यक्रम अवधि (वर्षों में) / Programme Duration (in yrs.) : न्यूनतम : 1 अधिकतम : 3 / Minimum : 1 Maximum : 3

कार्यक्रम माध्यम/Medium of instruction : English

कार्यक्रम शुल्क/Programme Fee : 8200/-

प्रवेश हेतु न्यूनतम अर्हता/Minimum Qualification for Admission : Graduate

अधिन्यास कार्य/Assignment Work : लागू नहीं / NA

पाठ्यक्रम कोड एवं विवरण /Course Code and Details

Year	Paper No.	Course Code	Title of the Course/ पाठ्यक्रम का शीर्षक	Credits
One year Course	7032	PGDBSPS01	Population Studies: Concepts, Isssues and Developments	8
	7033	PGDBSPS02	Concepts of Demography	8
	7034	PGDBSPS03	Research Methodology	8
	7035	PGDBSPS04	Bio-Statistics	8
	25086	PGDBSPS05	Practical	8
Total Credits				40

Block -1.　Migration
Unit-I
Introduction, Estimation of life time and inter-censal migration from place of birth statistics, estimation of internal migration from statistics on duration of residence, at a fixed poor date.

Unit -2 　　:
Indirect measure of net internal migration based on growth rate method, methods to Estimate intercensal migration-using vital statistics, life time survival ratio method and census survival methods, estimation of international migration.

Block-2.　Stable Population Theory
Unit-1 　　:
Introduction, basic concepts of stable, quasi-stable, stationary and non-stable populations, vital rates and characteristics of stationary stable population and quasi-stable population.

Unit-2 　　　:
Definition of intrinsic rates of natural increase, intrinsic birth rate and intrinsic death rate, their relationship, derivation of Lotka's formulae of fundamental relationship instable population.

Unit-3 　　　:
Computation of intrinsic rate of natural increase and construction of stable age distribution from the given fertility and mortality schedules, relationship between net reproduction rate(NRR), intrinsic rate of natural increase and mean length of generation, concept of mean interval between two generations.

Block-3.　Fertility & Fertility Models.
Unit-1 　　　**:**
Introduction, crude birth rate (CBR), gross fertility rate (GFR,) age specific fertility rate) ASFR), total fertility rate (TFR), gross reproduction rate (GRR)

Unit-2 　　　:
Period and cohort measures, use of birth order statistics, child women ratio, own-children method, children ever born(CEB) data and with data on current fertility, Brass P/F ration for adjusting fertility rates.

Unit-3 　　　:
Simple model on time of first birth/conception and number of births/conception n specified time, birth interval models, study of fertility through birth interval analysis.

Block-4.: Mortality

Unit-1 　　　　:
Introduction, crude death rate (CDR), specific death rates (SDR), standardized death rate (STDR).

Unit-2 　　　　:
Life table, abridge life table, model life table of UNO (old and new),coale and demny model, brass model through logit transformation.